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ABSTRACT

A school on Florida's west-central coast was selected as the site for the Language Intensive Lab Accelerated Classroom (LILAC) program which was developed to address the need for a county-wide, objective-based educational program for non-English proficient (NEP) and limited-English proficient (LEP) Hispanic children in grades K-2. The number of enrolled children fluctuated around 28, with children being integrated into the normal curriculum as soon as they were ready. Instruction focused on language experiences in English, with emphasis placed on readiness concepts for success in the regular classroom and instructional mode, and conformed to the basic English for Speakers of Other Languages (ESOL) philosophy. Evidence showed that 93.75% of enrolled children raised their IDEA Oral Language Proficiency Test score by at least one level. In April 1987, the school agreed to apply to the State of Florida for funding, through a formula tied to "Drop Out Prevention." This funding would permit the employment of dedicated staff members. In 1987-88, the LILAC program will expand to include grades K-8. Appendices include references, language proficiency classifications (including identification, evaluation, and entry/exit criteria), sample lesson plans, data and status reports, and a chronology of events. (JMM)

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ED285707

PRACTICUM REPORT

LILAC: A program Enabling Primary-Age Spanish-Dominant Children to Learn the Language of Instruction

By

Brian F. Adams

Center for the
Advancement of Education
Ed.D. Program

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LILAC: A Program Enabling Primary-Age Spanish-Dominant Children to Learn the Language of Instruction

by

Brian F. Adams

Cluster XVII

A Practicum Report Presented to the Ed. D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

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Report PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Mrs. Glenna Shields, Principal
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Date: May 4, 1987 Signature: Glenna Shields

Date: May 4, 1987

This practicum report was submitted by Brian Adams under the direction of the reviewer listed below. It was submitted to the Ed. D. Program in Early Childhood Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education in Early Childhood at Nova University.

APPROVED:

_____ _____

Date of Final Approval Name and Degree of Reviewer

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Special thanks must be given first to Mr. Ted Williams, former principal of the pilot school, for his initial and continuing support in my efforts to secure a place for our limited-English proficient children.

To Dr. Virgil Mills, Assistant Superintendent of Instruction, I owe a debt of gratitude for his confidence in me, his encouragment of my efforts, and his willingness to allow me to begin the LILAC program.

And were it not for the continuing enthusiasm and support for my efforts by Ms. Carolyn Steele, Coordinator of Migrant Services, I might have never begun this challenge!

Finally, I wish to thank Mrs. Glenna Shields, Principal of the pilot school, for her willingness to afford me the freedom to pursue the goals of the LILAC program while she was enjoying her first year as principal.

And to those children who, although they were not aware of it, were my cooperative pioneers in this effort, gracias, mi amigos. I hope that they benefited from all of our efforts and one day will have the opportunity to read this report...about themselves!

Finally, thanks to my wife, Pat, and my two children, Rachel and Amanda, for their belief in me. Never once did they complain about their "husbandless" and "fatherless" nights while I worked at this model program. My hope is that they will fully realize that their support of me gave me the courage and drive to continue on. I know they share my dreams...and understand.

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ABSTRACT

LILAC: A Program Enabling Primary-Age Spanish-Dominant Children to Learn the Language of Instruction.
Adams, Brian F., 1987; Practicum Report, Nova University Ed. D. Program in Early Childhood.
Descriptors: English for Speakers of Other Languages (ESOL) / English as a Second Language (ESL) / Immersion / Language Learning / Language Acquisition / Bilingual Education / Transitional Bilingual Education / ESL Teaching Methods / Second Language Learning / Cross-Cultural Education / Linguistics

This practicum addressed the need for a county-wide school system in Florida to undertake a specific objective-based program to service the learning needs of children with Spanish-dominant backgrounds. From the outset, the writer understood that this school system had neglected the basic responsibility of providing programs to children who could not compete in the language of instruction, English.

The writer's explicit goal was to propose, plan, and implement a one year pilot in his classroom that was directly available for this population of primary-age children at his school. Prior to the commencement of LILAC, limited-English proficient children (primarily of Hispanic backgrounds) had been placed according to either English-language academic ability or classroom numbers. There had been no program to service their language handicap in this school or the school system. The writer's implicit goal, however, was to insure that the school system recognized the existence of this population and, as a result of the pilot, would undertake a system-wide expansion to service the needs of all limited-English proficient children.

The results of this practicum were encouraging. The school system, by the implementation of the LILAC program and through other series of events, undertook a full expansion of the model program to all children in kindergarten through eighth grade for the 1987-1988 school year. The LILAC program had become a "seed" for the education of limited-English proficient children in this school system.

CHAPTER I

INTRODUCTION

Description of the Community and School System

This county was located on Florida's west-central coast; its borders extended from the Gulf of Mexico to 40 miles inland. Because of the access to the warm waters of the Gulf and the ideal temperate climate of the area, a substantial retirement population and seasonal-visitor community provided a broad and important capital base. The need for products and services to maintain this population was extensive.

Due to the sub-tropical climate of the region and the fact that much of the inland area was dedicated to agricultural interests, an extensive, diverse, and productive farming community existed. Approximately 200,000 acres, nearly 50% of the available land, was agricultural. The planting and harvesting of fruits, vegetables, sod, and nursery products on a nearly year-round basis provided employment for thousands of people; the success of the agricultural industry played a major role in the financial

picture of the area and its residents. The 1985 estimate placed on the total annual agricultural production was $180,000,000 (T. Seawright, personal communication, April 1, 1986).

Numerous other businesses and industries enhanced the economic stability of the county. The financial community was constantly expanding. The outlook for continued economic growth was bright.

Therefore, with a total county population approaching 200,000 and a strong, viable business climate, the overall growth rate remained consistently rapid. The expanding population provided a continuing challenge, particularly to the service industries and the school system.

More than 22,000 children from preschool handicapped through high school and vocational education were served in the schools. The school system remained the largest employer with 2,700 employees. The school plants were represented by 23 elementary, 4 middle, 4 high, and 1 vocational-technical center. The governing body of the system was a five-member elected school board. An appointed superintendent had complete authority and responsibility for the total operation within the guidelines of school board policy. Under his direction were numerous administrative officials who were charged with the day-to-day operation, including program and policy evaluation and implementation.

Description of the Setting

The pilot primary school served slightly more than 400 children from preschool migrant through second grade. It was located in a relatively rural area of the county. The student population was drawn from an extremley broad district which encompassed nearly one-half of the northern part of the county. The school housed two preschool migrant classes, five kindergartens, six first grade, and five second grade classrooms. There are three part-time units--learning disabilities, speech, and guidance. The services of the ECIA Chapter I program for remedial reading and migrant tutoring operated on full-time basis with a total staff of 10. One emotionally handicapped unit was housed at the school. Approximately 80% of the student population received free or reduced-price lunches. The average percentages of students based on race or national origin during the 1985-1986 school year: 42% White (non-Hispanic), 28% Black, and 30% Hispanic (count made on February 14, 1986).

The school serviced the agricultural areas of the county. A significant percentage of the workers in the industry were of Hispanic migrant background; their children attended this primary school. Since the country had the eighth largest concentration of migrant children in the state of Florida (Florida Migratory Child Compensatory

Program, 1986), the education of these children, and other potentially limited-English proficient children, became the large-scale responsibility of the school system.

Writer's Role Within the Setting

The writer was an early childhood professional employed by a school board on the west-central coast of Florida and assigned to a primary school. He taught first-grade age children and had been in that position for five years. In addition to being a classroom teacher, he was also the team leader for the first grade, an officer of the local PTA, and a member of the School Advisory Committee. He was attending the graduate school of Nova University, Ft. Lauderdale, and working towards his doctorate in early childhood education.

The writer was assigned to a homogeneous grouping of children whose academic abilities fell at the lower end of the achievement scales. This was determined early in the year by Metropolitian Readiness Test scores, kindergarten or prior first grade performance, and teacher judgement. Since there were six first grade classes and over 170 children, the range of abilities at this level encompassed readiness to gifted. The writer's grouping fell in the readiness/kindergarten/early first grade ability range. The writer's classes generally included a number of Hispanic migrant children.

CHAPTER II

Section A

DESCRIPTION OF THE PROBLEM

Introduction

The fact that all children did not enter primary school with the necessary entry-level English communication and comprehension abilities in place seemed to be "understood" within the education community. The quality of early-language learning from the home environment and/or experiential background was not equal. Some English speaking children entered with strong school-readiness abilities while others entered from backgrounds which were far less "enriched." Conversely, many non-English speaking children come from experiential backgrounds which might have been enriching within the confines of their native language and culture but were not conducive to success with English as the language of instruction. Many children, therefore, were lacking sufficient language skills for the American school experience; they were unable to meet the most basic of requirements imposed--the ability to communicate in English.

The problems that faced these children were enormous. Unfortunately, it was difficult to separate children who had

English oral/aural-language deficiences because of experiential and language backgrounds from those who performed poorly in school or exhibited weak academic areas because of low intelligence, perceptual dysfunction, or lack of motivation (Zirkelbach & Blakesley, 1985). The level of enrichment in the experiential background, therefore, took second place to the ability to communicate in the language of instruction or assessment--the mode by which academic decisions were made.

Hispanic Children: Focus of the Problem

The specific problem addressed was one dealing with the children of Hispanic origin who came to school with varying degrees of English proficiency. Their language handicaps were glaring. The home language was other than the required and expected language of English--a difficult paradox for a 5, 6, or 7-year-old child. Those Hispanic-origin children who came to the primary school with limited or no English proficiency were the central theme of this practicum.

A number of primary-age children were served in the county's ECIA Chapter I program if they qualified through family migratory patterns (the migrant strand of Chapter I), low scores on achievement testing (for example, The

Metropolitan Readiness Test), or "below grade level" status (for under-achievers who are not migrant children). The small group programs were limited in the scope of their instructional parameters and not generally designed for concentrated language-deficiency remediation. The "pull out" technique utilized provided precious little time for English language development. The maximum amount of time alloted was one hour per day, five days per week; this was certainly not sufficient time for rapid language acquisition or remediation for the lack of language skills detrimental to school success within the setting and instructional mode.

The ECIA migrant tutoral program, which serviced only that population and resembled (without bearing the title) an ESOL approach, was the only funded program available beyond the regular classroom. The program was designed to be supplemental, not supplantal, to the language and language arts skill-building in the regularly assigned classroom; it was not meant to be the primary educational avenue for the achievement of parity with language-majority children.

Problems and Placement

In the development, dissemination, and implementation of the school system's primary level curriculum of

educational objectives, a real need had to be further addressed. Non-English (NEP) and Limited-English Proficient (LEP) children of primarily Hispanic origin were not receiving the concentrated English/bilingual instruction or aculturation activities which should have been afforded this target population.

The lack of programs to deal with the educational needs of these children appeared to be contradictory to the expressed organizational goals of the school system: "The administration shall insure that instructional strategies developed for use in ....(the) system of public education are designed to maximize the probablility that all students will achieve appropriate educational objectives" (School Board, 1985, p. 3).

The actual instructional program, to that point in time, did not seem to reflect the written philosophy with regards to the education of NEP and LEP children.

These young children were entered into the school system through whichever school center the attendance boundries required. Spanish-dominant children did not attend a separate school or functionally different classrooms than their counterparts from the English-speaking population. Immediately upon entrance they were placed into the appropriate grade level situation for which their previous schooling or age dictated. Maturity level or developmental readiness was not considered in the placement

since there was no way to validly measure that factor in the present system for language-minority children. They were "mainstreamed" directly into English-language classrooms.

In particular, an evaluation measure at the school, such as a basal placement test, determined which classroom and which subgroup within the class the Hispanic child qualified to join. When the child did not orally comprehend the test directions or questions, however, the student was placed into a classroom where there were other children who were "academically similar" in abilities (viz., children whose primary language was English but who had limited academic skills). Without English in place, those achievement or ability scores naturally fell at the lower end of the measurement scales. When there were a large number of children enrolling at one time, placement order was based on the current enrollment within each particular class (teachers with smaller groups received the "new" child); or presumed age/grade appropriateness could have been the determining factor. These determinations, however, gave negligible consideration to the native intelligence of these limited-English speaking children; there were no English-language introductory programs (ESOL, for instance) in which to place them or gradiated classrooms which attempted to deal with the differing levels of language proficiency or native intellectual ability. With the recent emphasis on developmental readiness as a determinant

factor for school entrance (American Teacher, 1986), it seemed inappropriate to consider placement of children who might not be developmentally language-ready. Yet, this factor was not considered with this population during placement in the primary classroom due to the lack of available programs.

A California court case, Diana v. Board of Education of California, 1973 (Gallegos, Gallegos, & Rodriquez, 1983) exemplified this questionable placement policy. Nine Mexican-American children had been placed in intellectually-handicapped classes after being tested with English-language evaluation instruments. Their intellectual capacity did not "measure up" to expectation. Believing the placement to be in error, the parents filed a law suit. When retested in Spanish, the majority of the children scored above the level of intellectually handicapped. This particular case was settled out of court but it did provide adequate evidence that inaccurate judgements could be made when children were examined in their non-dominant language. The methods utilized in the practicum school resembled, in a seemingly less severe mode, this misplacement scenerio.

Further, Cummins, cited in Bilingual Education Newsletter ("Language Proficiency," 1986, p. 4), postulated that submersion in a second language, as exemplified, usually led to retardation in language and skill abilities because it imposed an impossible task: learning basic skills

and learning a new language at the same time. In the school system of this practicum, the Hispanic child was submerged into a totally English-laden environment and faced with the normal exit-skill criteria and basal requirements as all of the other children. No special considerations were given beyond the classroom teacher's assessment and the resultant adjusted instructional mode. Gersten and Woodward (1985, p. 75) refered to this as a "sink-or-swim approach for those not proficient in the language of the dominant culture." It was an "immersion" model in its purest, unstructured form, they contended.

Other than the ECIA tutoral program (which too was in English), the child was forced to attempt to learn English in a nearly impossible setting. Recent findings had cast doubt on the wisdom of non-English or limited-English speaking children being placed into any learning situation where only English was spoken (Hakuta, cited in Goleman, 1986, p. 1) and no consideration given to "bridging the gap" between the two languages. The problem was obvious.

The Project Description for the Florida Migratory Child Compensatory Program (1986) stated that nearly 40 percent of all the migrant students surveyed were at least one grade level below that which their age would indicate. It was estimated that from 2.5 to 3 million children were of LEP status in the United States; they represented the most undereducated group of Americans (National Foundation for

the Improvement of Education, 1982). Since most of the children were of Hispanic origin and did form the largest majority of NEP and LEP children in both the United States and the current school system, the implication needed to be considered when addressing the problems of the target children and the potential long-range goals of this practicum.

None of the system approaches to NEP or LEP children enhanced the child's potential to effectively function in an English-speaking school environment. Therefore, the "failure factor" for these children was partially destined by the lack of programs to deal with their language problems. Frustration and defeat in the primary years was almost assured. Historically, a proportionately small number of Hispanic (migrant) children remained in school through the 12th grade from those who started at an early age (Florida Migratory Child Compensatory Program, 1986, p. 13.). Could the frustrations with the English language be one of the reasons for the apparent failure to hold children-at-risk in school long enough for them to successfully graduate?

The Problem Touches Others

The Hispanic children may not have been the only people affected by their placement into the regular

classroom. The teachers who were charged with their educational "upbringing" were faced with the day-to-day frustrations imposed by having to instruct children who could not comprehend either the language being spoken or the differing cultural concepts espoused to American, English-speaking children. Limited instructional time could be devoted to purely language instruction since curriculum guidelines, exit criteria, and "implicit" requirements for the succesful schooling experience of all children were well known. Therefore, it was believed that teachers seemed to operate under the assumption that since there was no common language to teach to, monolingual or semi-bilingual students had to learn the language by daily unplanned exposure (vis-a-vis., peripheral participation and forced submersion). Consequently, retentions at the primary level were seemingly expected for these children and generally accepted as the standard course of their early academic career.

The academic progress for the other children in these classrooms might have been hindered by the necessary dilution of instructional approach while the regular classroom teacher attempted to meet the needs of the Spanish-dominant students. Certainly, time was still devoted to these children for reasons such as the professional educator's personal belief in equal educational opportunity, personal commitment to attempt to teach each child, and

job/performance evaluations. However, the quality and quantity of needed instruction could have been questioned.

Therefore, with time and resources being of critical importance, it was believed that teaching was directed towards the language-majority population who were functionally effective in English. In fact, The U.S. Commission on Civil Rights (1973) found that low achievers were treated differently in schools by teachers, peers, and others. Interestingly, they revealed that Mexican-American students experienced more interactions with teachers than majority students in only two areas--giving directions and critisizing.

Children who spoke some other language (in this case, Spanish) in the home received the best the system had to offer at that time. But did this provide them with the ability to compete equally with their peers?

In 1974, the Supreme Court ruled in Lau vs. Nichols that the public schools must provide special assistance to children with limited-English proficiency (Gersten & Woodward, 1985). Further, the compliance status in accordance with the Regulation implementing Title VI of the Civil Rights Act of 1964 was in question. Are students of limited English-speaking ability being denied an equal educational opportunity?

Monolingual and semi-bilingual Hispanic primary age children who were the educational responsibility of the school system were placed into regular classrooms without receiving prior English language instruction in preparation for that placement. Therefore, equal educational opportunity and parity with other children was not present since the language of instruction, English, placed a constraint on their ability to functionally operate within the confines of the mandated curriculum and required exit skills.

Section B

PROBLEM DOCUMENTATION

The true existence of this problem was exhibited in three ways. The following measures were utilized to exemplify the need for problematic resolution to the dysfunctional situation as it existed:

1. Survey of Educators: Pilot School

A survey of the teachers at the pilot school was conducted during the week of June 2-6, 1986. This survey was requested by the county administration and asked teachers for an opinion on the currently enrolled students in their classes according to a specific criteria*.

The results of that survey are presented in Table 1.

Table 1

Survey of Educators: Pilot School

Grade Level	Children Meeting Criteria* (a), (b), and (c).
Pre-K	15
Kindergarten	18
First Grade	19
Second Grade	34
TOTAL	86

Note: * The criteria used in the establishment of eligibility for a teacher's inclusion of students on the list were as follows:

(a) Have limted English proficiency (i.e. speak a primary language other than English);

(b) are presently having difficulty in school due to their limited English proficiency; and

(c) would benefit from a program of intensive English instruction.

At the time of the survey there were 422 children enrolled. Approximately 20% of the student population (86 children) were included on the lists of students seemingly in need of intensive English instruction.

2. Interviews with Educators: Administrators' Views

An interview was conducted with the principals of two elementary schools with at least a 10% Hispanic (migrant) enrollment at some time during the academic year. The interviews focused on (a) problems that had been identified over the history of the Hispanic child's placement in their schools, (b) past attempts at resolutions, and (c) what was perceived as the best possible method to handle the problem of language deficiencies.

Additionally, the Coordinator of Migrant Services for the county schools was interviewed to ascertain what goals her program had set for the future and how those goals related to the current perceived problem.

Interviews were conducted with both the principal of the pilot school, the principal of the sister school (with grades K, 3, 4, and 5), and the Coordinator of Migrant Services. An overview follows:

The principal of the pilot elementary school had to initially approve any new or innovative program within his school authority; his positive response to the proposal had to be a very early step in the process. He agreed with the writer that a problem was occuring and that the writer's initiative to attempt some measure of resolution was certainly acceptable. Therefore, he approved the submission of the initial proposal to his superiors and was a helpful critic in formulating and refining the possible solutions.

The principal of the sister school also strongly agreed that such a program was "long overdue." Her comment of note was that if she had the funds available to hire a teacher she would already have this type of program in operation. Additionally, she indicated that she had many times in the past attempted to persuade the administration of the need for such a program; she was well aware of the political and personal challanges that had previously thwarted its commencement.

In turn, the Coordinator of Migrant Services was interviewed about possible granting foundations which might fund a language program for limited-English children. She, too, was highly supportive of any additional attempts

to achieve equal educational opportunity for all children. Her response was one offering any help she might afford.

Consequently, it was determined by the writer that a problem did exist and that he was not singular in his belief. Further evidence as elicited through these steps provided impetus to continue to investigate the problems and devise possible solutions.

3. School Records: Children's "Views"

School records of ten Hispanic monolingual or semi-bilingual children were examined and compiled from three previous years. These children were identified by kindergarten and first grade teachers in the pilot elementary school. Their judgement, along with test scores, promotion/retention records, and current placement, provided evidence that Hispanic children who exhibited deficiences in English were forced to spend artificially extended periods of time in the primary grades until language proficiency was exhibited and a concurrent ability to master required skills evidenced. The records are compiled in Table 2.

The Hispanic children selected were screened to insure that they did have a normal intelligence range and were developmentally (as perceived by their classroom teacher) ready for the grade in which they were placed. No names were used and the children's identities remained confidential.

Table 2

Overview of the School Records of Ten Hispanic Children

Child	Age	Current Grade	Expected Grade	No. Retentions in in K, 1, and/or 2	No. Times AP*
1	9.5	2	4+	K(1);2nd(1)	1 (fr.1st)
2	9.5	2	4+	K(1);2nd(1)	1 (fr.1st)
3	10.5	2	5	K(1);2nd(1)	1 (fr.1st)
4	10.0	3	5	K(1);1st(1)	1 (fr.2nd)
5	10.0	3	5	K(1)	2 (fr.1 & 2)
6	10.0	3	5	K(1)	2 (fr.1 & 2)
7	10.0	3	5	K(1);1st(1)	2 (fr.1 & 2)
8	9.75	3	5	K(1);1st(1)	2 (fr.1 & 2)
9	9.5	3	4+	K(1);1st(1)	2 (fr.1 & 2)
10	10.0	2	5	K(1);2nd(1)	2 (fr.K & 1)

NOTES: This table can be read in the following manner using child 4 as an example. "This child is ten years old and will be in the third grade for the 1986-87 school year. The child was retained once in kindergarten and once in first grade for a total of four years in two grades. The child did not pass the second grade during the 1985-86 school year and is being AP'd to third grade."

*AP indicates "Administrative Placement": The child had not met the minimum required skills but was placed into the next grade because of age, previous retentions, physical stature etc. Ages were rounded and the grade level was for the 1986-87 school term.

Section C

ANALYSIS OF THE PROBLEM

The writer believed that the root causes for the absense of a viable and specific objective-based ESOL or bilingual instruction program for NEP and LEP Hispanic children in the primary grades stemmed from a number of causes---political, pragmatic, and parental. He reasoned that the specific situation at hand was one in which all three factors had contributed to both (a) the absense of actual NEP and LEP programs within the school system and (b) the perpetuation of the myth that these NEP and LEP children were being serviced.

Politics and the Problem

It was "common knowledge" that previous administrations in the county school system, those with the strongest power base, had very personal beliefs about NEP and LEP children and the role of the school system in their education. They, of course, had a legitimate right to their opinion. The influence, to that point, had thwarted known efforts to undertake any specific program, beyond the ECIA Chapter I program for migrant children.

On April 8, 1982 the Kindergarten Teachers Association of the county schools sent a letter to the assistant superintendent. That letter indicated a "definite need for a County Language Development Center for Non-English

speaking children" (personal communication). It indicated that every school in the county was represented in this request and that the need was particularly necessary BEFORE the children were entered into the regular kindergarten classes. Seven months later, November 16, 1982, at a regular school board meeting, one of the items mentioned was this letter (proposal). The superintendent at the time made a comment to the board about the proposal and it was recorded in the Minutes as follows: "...He further advised that he and" ...the assistant superintendent... "had discussed this at some length and it was their general philosophy that students learn best being exposed to English as much as possible and being in an English speaking situation, they pick it up rapidly." The implication was that the situation as it stood presently, "an English speaking situation (the regular classroom)," was enough. Their personal philosophy prevailed. The Chairman of the school board concluded that she "just wanted to advise people in the community that there was a program on the back burner" (Minutes of the Regular Meeting of the School Board, November 16, 1982).

Additionally, another proposal was submitted during the same year from the Coordinator of Migrant Services (personal communication, 1982). That proposal outlined many specific items to consider and plan, including budgetary factors, curriculum, and implementation procedures. From all

indications, this proposal was tabled before it reached the board for consideration. Even though the well-written proposal addressed the entire issue from the perspective of school board policy, apparently nothing was done.

The writer believed that previous administrations had, in some way, politically turned on a "red light" to any proposal about implementing programs for NEP and LEP children within the system. Apparently, their belief that the children should learn English through unplanned and peripherally administered exposure had impacted on any proposed idea or plan. The writer had speculated on these factors based on personal conversations with those who were directly involved (those who wrote the proposals) and knowledge gained through continuous employment in the school system. He did not preclude the possibilities that other factors were involved in their decision-making processes which were not general information.

It was his conclusion also that the political reality of such a system inhibited other lower-level administration figures from exhibiting too much concern about the issue for fear of losing favor or ambivilence and lack of interest. One personally involved educator who had remained committed to the resolution of this problem summed up the political ramifications and the philosophical justification employed by those who were in power (and others with the same

attitude): "After all, they are not OUR kids."

Fiscal Pragmatics and the Problem

Large and important publically funded organizations, such as school systems, operate within the confines of a distinct, well defined, and public budgetary structure. Nothing changes without considerations placed on the impact of that change in relation to the fiscal considerations. Nothing moves without money.

The county school system had not been willing, for whatever fiscal reasons, to undertake the challenge of providing LEA funds needed to implement an NEP or LEP permanent program within the structure. It was believed that conflicting philosophical beliefs coupled with the general attitude about the unstable nature of the (migrant) Hispanic population had fostered the unwillingness to attempt a funded solution. Even though all NEP or LEP children were not of migrant backgrounds, it was believed that that population was the one referenced during the decision-making processes. From the School Board Minutes of November 16, 1982, "He (the superintendent) advised that the problem was a budgetary one because these youngsters are scattered throughout the County and it would be a tremendous transportation problem" (i.e. bussing them to one Language Development Center). The possibilities of school-based instructional programs to service these children did not

surface. The immediate concern was the money involved in transporting the children from all parts of the county to one center. Again, the prevailing budgetary considerations precluded other alternatives.

It was believed by the writer that the issues of presumed lack of funding for any new or needed program had become the primary, acceptable reason for non-implementation of an NEP or LEP program. When the question was asked, the money wasn't available.

Parents and the Problem

Children who came from Hispanic backgrounds and who did not communicate in English seemed to reflect their parents' language ability. Speaking only Spanish may have meant "no language" when English was dominant. Whether this was actually the case was unimportant. The fact remained that the parents of Hispanic children had not been vocal enough in their children's educational experiences and had not questioned the current lack of viable programs to service the children. The people who would have had the most political influence had done nothing to impact on any needed changes!

The writer speculated on these reasons since he had had some contact with Hispanic parents. That speculation centered on the lack of language ability and perceived lack of status (vis-a-vis., their language, cultural background,

employment position, and consequent fear to question). Of utmost importance was their apparent lack of knowledge about what was needed and how they could have, in fact, changed the system.

Another speculation surfaced about whether the parents desired their children to become bilingual or whether they really cared. Years of migratory life style for the majority of NEP and LEP parents could possibly have given them the attitude that English proficiency was not necessary. Within their own communities, the dominant language was something other than English. And perhaps that community was more important than that which the American school community espoused. This possible cause remained the most difficult to measure. However, its existance could have provided the most profound reason for the perpetuation of the system as it operated.

Section D

LITERATURE REVIEW

Overview

The particular challenge that faced the writer in the development and implementation of a pilot project for NEP and LEP children was not one of "Which program was the most likely to produce the results desired?", "How did we select our population?", or "Did 'structured immersion' or 'transitional bilingual' represent the model we believed in?". The challenge seemed blatently direct: Develop a program and implement a proposed solution. "It is generally recognized that the American system of public education has not been as successful in meeting the educational needs of language-minority students as it has been with the general student population" (California State Department of Education, 1982, p. 1). Since the second largest minority in the United States was that with Hispanic origins, comprising 7% of the population (U.S. Department of Commerce, 1980), it seemed that the challenge needed to be addressed expeditiously and with educational soundness.

The literature, therefore, provided the impetus for an investigtion of the continuing debates on the issues, ideas, and information available. It afforded the opportunity to research myriad program options and philosophies while colating differing successful projects into a dynamic and unique instructional approach.

Legal Precedents

Undoubtedly the most noteworthly place to begin a review of the literature was in San Francisco and Washington, D.C.

In January, 1974, the United States Supreme Court ruled in Lau v. Nichols that the San Francisco Unified School District failed to provide all non-English speaking students with special instruction to equalize their educational opportunity. The plaintiffs in this class action, 1800 children of Chinese ancestry, charged that the District had abridged their rights under the U.S. Constitution, the California Constitution, Title VI of the Civil Rights Act of 1964, and the California Education Code. Although the Court did not rule on the violation of the U.S. Constitution, it did find that the District violated the Civil Rights Act of 1964 by denying an equal educational opportunity for the children it served (Schweitzer, 1985). This case set a precedent for all school districts with language-minority children in their system. There was no specific educational model espoused for serving these students. Justice Douglas, writing for the Court, indicated that no specific remedy would be urged upon those teaching English to the students of Chinese ancestry who do not speak the language (Baker, 1983). The Court provided a reference point, however, for any further challenges to Title VI--The "Lau Decision" (Gersten & Woodward, 1985). That name, and the decision it

represented, remained a focal point in the literature and the strongest official federal position taken.

In 1975 the United States Department of Health, Education, and Welfare issued a memorandum outlining the specific remedies for the elimination of the unequal educational opportunities for NEP and LEP students in the schools (Cardenas, 1975) as a response to the Lau decision. The Lau Remedies, as they had generally become known, required that compliance plans must have four phases: (a) student identification, (b) student language assessment, (c) analysis of achievement data, and (d) program offerings; that the schools must systematically and validly ascertain which of their "clients" were different and plan, prepare, and implement instructional programs to match their characteristics. The general guidelines were established.

Notwithstanding, a vast amount of confusion over the interpretation of the rulings had created numerous and varied influential philosophies around the country. Yet, in the attempts to resolve the specific problems inherent within a particular school district, the Lau Remedies legally remained the guiding influence in designing solutions.

Historically, the Federal Government has been involed in passing laws and providing funding for the children with limited English proficiency. The 1968 Bilingual Education Act or Title VII of the Elementary and Secondary Act (ESEA)

of 1965, as amended, provided supplemental funding to meet the needs of children with limited-English language abilities. In 1974 The Bilingual Act was passed and superseded the 1968 Act. Children no longer had to be from low-income families to participate in the programs (Schweizer, 1985). And in 1978, The Bilingual Education Act, Public Law 95-561, Education Amendments of 1978, Title VII, further defined the needs that had to be addressed for these target children. It required the schools to teach (a) some degree of each child's language, (b) some degree of English, (c) some degree of each child's native heritage, (d) some degree of the cultures of all children in the United States, and (e) maintain some degree of class integration (National Clearinghouse for Bilingual Education, 1979, p.3).

One of the most recent court decisions, a current focal point for the refinement, vis-a-vis summative evaluation of previous landmark court decisions and laws, was the case of Keyes v. Denver. On December 30, 1983, a Federal District Court in Colorado found the Denver Public Schools in violation of the Equal Education Opportunity Act of 1974 for their failure to provide adequate programs for LEP students. That decision and the resultant orders were reflected as strong justification for the adequate development of instructional programs to meet the needs of NEP and LEP children for all school systems in the United States.

Highlights of that decision were:

(1). There is a legal obligation to assist all LEP students even if there is only one student of a given language group.

(2). All potential LEP children must be given formal oral and written assessments of their skills.

(3). Persons who have responsibility for the education of LEP children must be qualified in the area.

(4). All programs must seek to develop both oral and written language skills.

(5). And, the measure of a program is whether a student is ultimately able to compete with his English-speaking peers ("Keys v. Denver," 1984, p. 1)

The literature was reviewed for problematic resolutions to the challenges of NEP and LEP students as it related to these important court decisions and the personal and system beliefs of individuals and their schools. Tantamount to the real success of achieving equal educational opportunity by concerned educators, innovative decision-makers, and those who write about NEP and LEP students had to be a unilateral belief in the necessity for language and educational parity.

The Debates

Philosophical, logistical, and methodological controversey surrounded the issue of the "correct method" and "proper timing" for teaching the English language to NEP and LEP Hispanic and other minority language children (Cardenas, 1975; Carrison, 1983; Crawford, 1987; Gersten & Woodward, 1985; Hakuta, cited in Goleman, 1986; Jacobson, 1976; Met, 1984; Santiago, 1985; Troike, 1983). How children best learn when they had limited ability to communicate or comprehend in the dominant language of this culture, English, continued to generate heated debates.

That controversy had generally focused on two major distinctions regarding the instructional methodology. Enmeshed in pedagogical jargon yet all purporting the ultimate goal of serving language-minority children, numerous variations and interpretations were found: Should children be taught in their early years in their native language to master necessary skills? Or should they be taught the English language to do the same thing? What abilities do they possess and can they COMPETE?

Gersten & Woodward (1985, p. 76) argued that until the home language had taken a firm root within the child and was a secure base for starting a buildup of English, educators should teach in the dominant language of the child. This sentiment was shared by others who had drawn the same conclusion ("Language Proficiency," 1986; Rodriquez-Brown,

1979.) Their proposition revolved around the belief that bilingual education was actually "individualized instruction" and therefore was teaching, in its purest sense, to the strengths of the child--his own language. The contention remained that when Spanish was firmly in place, the transfer to English of the skills learned in Spanish would be easily accomplished; without the primary language of the child firmly in place, the "Mismatch Theory of Bilingual Education" pervaded (California State Department of Education, 1982). That theory argued that the lack of academic success for the language-minority student was in direct relation to the discontinuity between the language of the home and the language of the school.

Further, Cummins ("Language Proficiency," 1986, p.4) stated that literacy skills transfer from the first language to the second. The strength of the first language in the child's repertoire was postulated to have an advantage, not only on the development of the second, but on the formulation of future intellectural abilities (Hakuta, cited in Goleman, 1985). According to these theorists and educators, therefore, proficiency in the first language was of paramount importance in order to succeed in the acquisition of the second and promote the highest intellectual capacity possible. It was suggested that the educational remedy for under-achievement then could be to match the language of the school to the language of the home

(California State Department of Education, 1982).

Similarly, in 1976 the executive committee of Teachers of English to Speakers of Other Languages (TESOL) adopted a position paper recommending "bilingual instruction, including an English as a second language (ESL) component, as the preferred model for instructing students of limited English proficiency" (Troike, 1983, p. 8). At what ages and/or what was the estimate about the amount of bilingual schooling when decisions could be made that children were firmly in control of their home language?

The age question assumed relative importance when considering earlier studies (Duncan & DeAvilia, 1979; Kessler & Quinn, 1980) which found negative consequences associated with with what was refered to as "limited bilingualism"--less than native like skills in either language. LEP children, while learning the second language, lost their competence in their native language.

Conversly, the evidence indicated that there were cognitive and academic benefits of true bilingualism, adequate and functional abilities in two languages. Skills and competencies could be developed in both languages simultaneously (Crawford, 1987).

Questions arose. Should the first language be thoroughly taught before beginning the second? But, would that age, when a firm grasp of the native language was assured, inhibit their ability to "compete" with their

English-speaking peers? Was it too late if it was not until the middle elementary years when they were "prepared" to transfer to English? Should the transfer be performed simultaneously while both languages were being learned? Were the children being stifled? Or serviced? The complete bilingual model provided the impetus for more questions.

The case for "structured immersion" in the education of language minority children was being built by other theorists and practicioners as an alternative to the bilingual model. This model was an immersion program whereby the second language became the mode of instruction at the level of ability of the student. Gersten and Woodward (1985) reported that research in two U.S. school districts indicated that this type of program had enduring postive effects with low income, language-minority children. Empirical evidence from the Uvalde and Pacific City projects, as reported by these authors, indicated that immersion in the English language under strict, "structured" guidelines had proven highly successful for the children involved. Evaluation of the Uvalde project included data collected over 11 years. Students were evaluated after attending Follow-Through classes for three full years; they were tested then on the Metropolitian Achievement Test at the end of third grade. The students scored above or near the national norm on the language subtest and at, near, or above on the national median level on the math achievement.

The Pacific City Project seemed to draw similiar conclusions. After two years in the program, 75 % of the immersion students had reading scores at or above grade level, whereas only 19 % of the transitional (bilingual) students were at that level.

Met (1984) argued that mastery of English and simultaneous mastery of curricula objectives could not be attained without "specific intervention strategies." Her belief, however, was not that the language-minority child should be taught exlusively through her home language as in the true bilingual model but rather through "caretaker" pedagogy with a focus off of language and linguistic performance in English and on communications and experiences instead. This concept was referred to as "Comprehensible Input" (Krashen, 1981) or the "Natural Approach" (Terrell, 1981). Met's approach resembled the methodology that parents might use to teach their own child the home language. That caretaker approach also suggested that the first language could be used for subject matter instruction, if necessary. Additionally, she hypothesized, when usage of the primary language appeared as conducive to the child's success at a particular time, it enhanced the values associated with the language and culture of the child and fostered a receptive attitude on the language-minority student.

Yet the controversy over "transitional bilingual" and

"structured immersion" continued, with neither side seeming to relent in its belief. "The education of language-minority students must be approached with caution and objectivity; there is more than one answer to this issue," countered Santiago (1985) in his published rebutal to Gersten and Woodward.

Empirical evidence per se remained the only viable method to determine the success of any educational program. The successful completion of mandated exit skills, pre- and posttest scores paralleling hoped-for achievement "gains," and myriad assessment instruments which purported to "prove" intellectual ability were the data that educators translated into percentile ranks and raw scores. Since researchers and educators had not designed any reliable method to justify and/or prove "success" or failure other than objective testing measures (save for subjective, personal judgements), how could determinations have been made about the long-range, cognitive effects that any program really offered? All sides of the debate seemed to claim victory.

A paradox involing semantics and interpretation evolved when comparing these educational approaches. All of these models related their educational basis in individualized instruction. For example, the transitional bilingual model, individualized in Spanish to the child's strong area--his native language. The other built its case for individualized instruction from the pace and level of

English utilized in the classroom and with the child--the strength was in the ability of the child to build English skills according to his own capability. Where was the child's strength? Was it in her/his native language or in the ability to learn English?

Saville and Troike (1971) added more fuel to the debate embers with regards to the abilities of young children. Learning a second language, they contended, proved to be immensely easier when a child was young and became more difficult as the child matured towards puberty. The second language could be introduced while the child was still developing his first provided that there was minimal interference with the literacy skills. If that was the case, then the bilingual model would not necessarily have seemed appropriate.

However, Izzo (1981) argued conversely that older learners were more capable of mastering a second language because of their vastness of prior experiences and their more highly developed academic and primary language skills. He built his case on the belief that a thorough mastery of the primary language enabled a greater ability to master the second. Young learners, therefore, would not find it easier, as Saville and Troike postulated. The immersion model did not, therefore, appear to offer the most hope.

The Seminole County (Florida) school system modeled their own E.S.O.L. program for languague-deficient children

to resemble the structured immersion methodology (Schweizer, 1985, p. 12). The author noted that "...Emphasis in the E.S.O.L. Program is given to the development of communication skills in English. Listening and speaking are reinforced through reading and writing." Specific information on techniques utilized was not directly mentioned; the overall goal was "taking students where they are in terms of English language proficiency and skills development, and allowing them to proceed at their own learning pace." This county's experiment seemed to not take issue with the linguistic ability of the children.

Similarly, the School Board of Broward (Florida) County (School Board, 1985, p. iv) purported to use the "transitional" model. Yet, the primary language was used only "to the extent that it is necessary to promote the acquisition of skills." There was no specific mention of content areas or native language instruction: "Intensive English instruction is given to the students." However, it was implied that the native language remained an integral part of the instructional methodology. One of the goals of the program was to "Enable the limited English proficient student to progress within his/her grade level while learning English." How much the home language of the child was actually used in these classrooms was unspecified. Could grade level achievement and skill requirements, however, have been met with children of limited English

ability? Did "transitional" mean that the ultimate responsibility on the language of instruction rests with the professionals who worked with the children and render decisions on when transition to intensive English should proceed? This might have led others to believe that what was written may not have been the actual practice. It also might have led others to believe that this approach WAS the best for everyone involved...teachers making decisions about instructional methodology for the children in their charge. The goal seemed to be to teach English and service the children, regardless.

The School Board of Pinellas (Florida) County spoke directly to using a bilingual model with their Greek LEP children.

> Bilingual instruction is the main mode of instruction...the use of two languages, one of which is English and...Greek. ...This design is based on the philosophy that LEP students who have minimal levels of primary language and literacy skills will receive instruction in their dominant language until a specified level of competency is achieved, according to grade level. The introduction of English literacy skills will be dependent on two factors: (1) Proficiency in English as a Second Language (ESL); and (2) Primary language literacy skills (M. Koukoulakis, personal communication, March 11, 1986).

Implications

Certainly, the vast preponderance of literature relating research results, program designs, methodological approaches, legal guidelines, and learning philosophies with regards to the education of NEP and LEP children was overwhelming. The writer found the arguments convincing, albeit confusing.

The implication, however, for the short and long-range goals of any bilingual program seemed to be summed up by Jacobson (1976). He talked of bilingual education as striving for linguistic and cultural balance in an attempt to solve some of the problems brought about by the tugs and pulls between two ethnic groups; that the search for a common denominator might be enhanced by the understanding of cultural and linguistic aspirations.

Likewise, Blanco (1976) related that bilingual education could be the mechanism for generating a new attitude in the United States toward non-English languages spoken here. Further, the type and quality of interactions between students seemed to be critical elements in overcoming traditional status ranking tendencies and establishing constructive relationships (Cohen, DeAvila, & Intili, 1981). Allowing only unplanned and incidental contact between majority and minority students may only have reinforced negative expectations. Could affording bilingual educational opportunities to children help ease some of the

conflict caused by a lack of the ability to communicate and understand one another?

In summation, it seemed that no one theory or principle had proven to be the most viable.. Educators had, on the whole, been supportive of specific programs to instruct NEP and LEP children enabling some measure of transition from one language and culture to another. No educator had flatly denied any need to provide services; all had been unilateral in affirming the necessity for equal educational opportunity for all children.

How and when that equal opportunity was presented remained the fuel for continuing debate.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

General Goals

The immediate goal of this practicum project was to design and implement a model educational program for non-English proficient (NEP) and limited-English proficient (LEP) Hispanic children as required by the dictates of the 1974 Lau decision and the legal precedents imposed. The express goal was to enable increased language proficiency and strive for educational parity within the county schools through a model instructional program for kindergarten and first-grade age NEP and LEP children at the pilot school. Finally, the ultimate goal was to create an educationally significant program suitable for incorporation and expansion within the county school system.

Behavioral Expectations

The following goals were projected for this practicum.

Objective 1:

Eighty percent (80%) of all new kindergarten and first-grade age Hispanic NEP and LEP children (as measured by the IDEA Oral Language Proficiency Test (IPT); see

Appendix C for permission to use) will be entered into the pilot program within the first two days of enrollment at the primary school.

Objective 2:

Seventy percent (70%) of the continuously-enrolled students entered into the program for the 1986-87 academic year will increase their English language proficiency by at least one score level on the IPT within eight months of enrollment in the program (see Appendix A for IPT score levels and entry/exit criteria). Those children who enter the program and withdraw (for a family move, for instance) and return within the same academic year will be credited, for the purposes of this objective, for only the months of actual attendance in the pilot program.

Objective 3:

Forty percent (40%) of the kindergarten and first-grade age Hispanic LEP students (level C or above on the IPT) will achieve grade level status as measured by standard county exit criteria within eight months of entrance into the program and be qualified to enter a regularly-assigned classroom (excluding students who exhibit any learning disability other than English-language deficiency).

Objective 4:

The school board and their representative administration officials will, at the end of the sixth month of program implementation, receive a report of the program's progress and will submit that report into the Minutes of the regular School Board Meeting; a majority of school board members will elicit a favorable response on the progress.

Objective 5:

Ninety percent (90%) of the parents of qualified-to-enroll children will sign a consent form within one week of their child's entrance into the program; that consent will outline the program goals and objectives. Additionally it will indicate their willingness to be supportive of the program and their child's participation.

Objective 6:

Forty percent (40%) of the target-students' parents will visit the pilot school site at least one time during their child's tenure in the pilot program and spend at least 30 minutes in the classroom or during a class activity; the same percentage will attend at least one Parent Information Meeting (see Appendix B) sponsored by the program.

Objective 7:

By February of 1987 there will begin a formal effort on

the part of the School Board to secure or appropriate the necessary funding for the continuation or expansion of the program within the regular instructional budget or for development of another program which attempts to resolve the problems of NEP and LEP Hispanic children in the county schools.

Evaluation Instruments

Objective 1:

Continual surveillance of possible children to enter the program was to be attained by instructing the office staff to list those students who entered and who appeared to meet the eligibility criteria of the program. They were to report that information to the program teacher as the students entered. All kindergarten and first-grade age students who, from observation by the office staff and primary specialist, appeared to be of Hispanic origin (or appeared to have other-language limited-English proficiency) were to be tested with the IPT. This diagnostic measure would identify those children who exhibited English-language deficiencies. This testing was to be the responsibility of the pilot program teacher. If it were found that the child was not proficient in the English language, the child would be referred to the program.

It was anticipated that some parents of Hispanic NEP and LEP children would not desire their child to be entered into a program that would directly address the service needs associated with limited-English proficiency. Therefore, the success measure indicated 80%.

Objective 2:

The IPT was to be utilized as the primary evaluation instrument to test language proficiency levels. Since children were evaluated on entrance, the pretest provided a baseline from which to compare the success of the program's express goal with each child. Potential exiting for the child was to be evaluated again on the IPT Form B and on the child's progress on the county's Pupil Progression Plan. The IDEA IPT was selected as the testing measure for this pilot since it was a different instrument than the already-in-use one within the Chapter I migrant tutoral program. Additionally, its uncomplicated format, speed of administration, and level correlations associated with the total IDEA oral language program were a consideration.

The children were to be tested by a bilingual aide to determine the proficiency level of the native language (Spanish version, IPT). Although it was not anticipated that this information would be utilized in any other way than as an aid to instructional planning for the children, the writer reserved the right to compare English language

acquisition with the level of native language competency during the course of implementation and, if desired, report these comparative results.

Appendix A has an explanation of the classifications of a student's language proficiency levels along with the criteria for entry and exit levels from which comparisons can be made in judging the specific success of this objective.

Objective 3:

Level C (per IPT criteria) children were at the minimum "survival rate" with English proficiency. These children were considered LEP, limited-English proficient, within the language development scales utilized for the model. It was expected that they would exhibit a readiness level for academic performance at their age level within eight months of program exposure.

Normal school system exit skill criteria required for kindergarten and first grade children is presented in Appendix D.

Objective 4:

A full report was to be submitted to the school board (via the office of the Assistant Superintendent) for its review. That report was to entail:

1. The numbers of children serviced;

2. Data on the progress made by the children in the program in English language acquisition and mandated exit skill criteria as per the county's Pupil Progression Plan;
3. Volunteer activities and response to the program;
4. Parental input, comments, and numbers who had attended the Parental Information Meetings
5. Teacher reactions to the program (from pilot school);
6. A program Advisory Panel report (see Appendix G for membership and responsibilities);
7. News items that were published with regards to the program.

The school board and administration would then have had the opportunity to rate the relative success of the program in its pilot status and make its recommendation.

Objectives 5 and 6:

The success of the program and the desire to eliminate one of the presumed reasons for the problem initially rested in the support of the parents involved. Their signatures on the "Consent for Participation in the Model Classroom" (see Appendix H) were to be indicative of beginning parental awareness with regards to the school system's concern for their child's education. Additionally, their direct

involvement within the classroom for a short period and their participation in the Parental Information Meeting was to enhance their knowledge about the importance of language parity and equal educational opportunity. This objective was to begin to create more concern and stimulate the growth of an enlarged knowledge base for parents.

Objective 7:

From the outset of the implementation, the writer proposed to investigate potential funding sources for this program and/or some form of bilingual/structured immersion program for the county schools. As part of the continuing evolvement and improvement in the system, budgetary considerations were to be researched. The writer proposed to have available all the necessary information and undertake, in the name of and with the approval of the school board, direct application for funding from granting sources, government agencies, or the LEA.

Summation

The goals and objectives of the practicum were clear. The ultimate goal remained an implicit and integral part of the entire process. This county did not have any program to serve the educational needs of NEP/LEP children. It was

hoped that this pilot project would set a precedent for the development and eventual permanency of full time teaching units for ALL NEP AND LEP children in the county schools.

CHAPTER IV

SOLUTION STRATEGY

Introduction

In this school system, the only temporary solution was to BEGIN. The commencement of a directed program was the most important first step.

Thusly, it was appropriate to evaluate the operating solutions to similiar problems and investigate the possible solutions to this current educational challenge for the purpose of laying the foundation needed to build and expand. However, the understanding remained that pedagogical techniques and/or delivery models were secondary to the need for the opening of a classroom with the specific purpose of addressing the educational inequality for NEP and LEP children.

Discussion and Evaluation of Delivery-Model Solutions

There were numerous and varied purported solutions for effective educational experiences with children whose primary language was not English.

The overviews described are those that were found in the literature; they were the models in most general use in American school systems.

The models described indicate that considerable conflict has arisen with regards to solutions for the NEP and LEP student population in America's schools. Not all models, by any means, are referenced; however, the major theories, and their resultant modifications, are addressed. Any conclusive judgement on the best approach has yet to be made, if ever.

The Transitional Bilingual Model

This model espoused the teaching of English only when the native language was firmly in place (Cummins, cited in "Language Proficiency," 1986; Lambert, cited in Gersten & Woodward, 1985). Required school skills, even in the American school, would be taught in the home language (depending on the assessed language ability of the student) with the transfer of literacy and academic skills from the first language to the second later in the child's school career. It maintained and further developed the skills in

the native language while the introduction, maintenance, and development of English proceeded concurrently (Goonen, Angulo, & Velez, 1983). The emphasis was on achieving mastery of educational skills in the native language for educational parity as dictated by the Lau v. Nichols (1974) decision. That decision indicated that schools could not expect children to learn English before they learned the skills in the content areas...they must be learned together (National Foundation for the Improvement of Education, 1982). The English language component was phased in as abilities and achievement of the children warranted. The native language was then phased out.

Particular note must be paid to the word "transitional" since it refered to a specific instructional mode. "Bilingual," by itself, seemed to resemble a generic term which served to identify many programs that dealt with children who were in need of (or improving in) second or non-native language skills. The use of the primary language of the student within the program was acceptable; the prefix bi- implied the use of two languages. The Bilingual Education Act (Title VII, ESEA) was very explicit in saying that "the use of two languages, one of which is English, as mediums of instruction" (Troike, 1983, p. 46) should be used. Transitional bilingual had refined that concept further and actually presupposed a change in the mode of instruction from the home language to the second language

over the course of the program and language development of the children served. An instructional approach utilizing the native language early in the child's career was expected.

The writer had discovered, in fact, that the policies of the school system and the State of Florida with regards to the MEP/LEP bilingual educational plan for children had been contradictory and confusing.

As evidence of this contradiction, the following communication was received by the writer from a Program Specialist with the Florida Department of Education after reviewing the preliminary practicum proposal (F. Campano, personal communication, February, 1986):

> Only students that speak no English or limited English should be placed in the bilingual classroom. Bilingual students deficient in basic skills should be enrolled in traditional classrooms...
>
> The curriculum utilized in the bilingual classroom should closely parallel the curriculum utilized in the traditional classroom. Adjustments should be made to teach skills in Spanish as needed. English language development should be emphasized throughout the instructional day.
>
> The skills taught in the bilingual classroom should be similar to those in the traditional

classroom. The difference should be in the teaching strategies. If a skill cannot be successfully taught in English, it should be taught using Spanish. English terminology can later be added, thus bridging the gap between Spanish and English.

However, the Florida Department of Education "does not prescribe to a bilingual policy. Instead, speakers of other languages are provided Intensive English Training to expedite their English facility with content area material until such time as they become proficient in English " (Office of the Commissioner of Education, 1985, p. 9.0). This policy, as stated, appeared to contradict the Lau decision with regards to insuring educational equality for limited-English speaking citizens in (a) mandated content areas and (b) further primary-language development. It also seemed that the personal interpretations of the mandates for the education of these children by the DOE's personnel did not reflect the stated Department policies

If the selection of a transitional bilingual model for instruction were acceptable according to state and county guidelines, it would have required fully bilingual teachers who would exhibit an ability to understand the intricacies of dual-language linguistics and assessment. The numbers of fully bilingual teachers (or aides) to staff these classrooms, however, had generally been a problem. Trombley

(1980), of the Los Angeles Times, reported that even after a decade of extended emphasis within the universities to train bilingual teachers, Los Angeles still experienced a shortage of 8,000 bilingual educators. And locally, the only fully-certified teacher at the target school to comprehend and communicate in minimal Spanish was the writer. There were two aides who spoke Spanish fluently; both were unable to read and write the language.

The writer believed, however, that available research on transitional bilingual programs had proven that some of the component concepts espoused needed to be incorporated in the local pilot program. The particular ideas of (a) "bridging the gap" between two languages (Carrison, 1983; Met, 1984), (b) increasing cognitive development in children through their native language (Cummins, cited in "Language Proficiency," 1986; Kessler & Quinn, 1980), and (c) insuring the placement of value upon the native language and culture (Troike, 1983) seemed, to the writer, to be worthy of inclusion within the planned model.

The writer attempted, therefore, to secure the approval for the use of these three ideas within the confines of the proposed model selected. The question was asked: "Should we use Spanish during a part of the day?" The writer believed that the administration would have approved since (a) there were contradictory local and state philosophies on approach to instruction, and (b) there was strong supporting

research evidence on the use of the native language for some part of instruction.

However, it was understood very early in the process that this school system did not subscribe to teaching children in any other but the English language. That information was "known." Therefore, the full transitional bilingual model was contradictory to county policy as expressd, albeit not contradictory to the mandates of the Lau decision.

English for Speakers of Other Languages (ESOL or ESL)

This model also bore a generic title which appeared to be a "catch-all" for numerous variations on the same theme. Children were placed in "separate classes for special training in English until they are acceptably proficient, and are then placed in regular grade-level classrooms for instruction in all subjects in English" (Carrison, 1983, p. 41). Little, if any, emphasis was placed on the cognitive development of the students via their native language.

Unlike transitional bilingual, the ESOL model sought to enhance the understanding that there should be no assumption made about the native language ability of the students; the dominant language would be the language of instruction (in this case, English). Emphasis in the ESOL model was placed on the development of English communication skills as a prerequisite to the successful schooling experience for

language-minority children (Schweizer, 1985).

ESOL was generally a full language arts and cultural program which included listening, comprehension, oral expression, pronunciation, reading, and writing (Goonen, Angulo, & Velez, 1983). However, these programs also varied in their approach to methodology, materials, teacher training, and curriculum (Troike, 1983) and were traditionally taught as highly structured and separate subjects (Cardenas, 1975). Research on the effectiveness of ESOL programs had been limited because its general premise had been accepted largely without question (Troike, 1983).

Critics of this type of program have argued that this approach represented a denial that Spanish was as viable a language as English (Gezi, Arciniega, & Foster, cited in Carrison, 1983). Additionally, those who had a firm belief in the true bilingual model would raise the question: "What was the significance of limiting the cognitive development of the children by denying them a further enhancement of higher-level academic skills in their native language?".

The writer believed that the program for migrant children resembled some measure of ESOL philosophy, particularly as it was perceived by the administration. Therefore, it was thought that adapting any new model educational program and attaching the ESOL title to it would not have enabled the writer to develop a program unique to this particular educational situation and seperate it from

the "perceptions" of the current migrant projects.

Since the general ESOL approach utilized a "pull-out" technique for instruction, it seemingly would not have met the needs of this project as a full-time delivery model. The techniques of language instruction utilized in the ESOL model were important pedagogical considerations, however.

ESL Immersion and Bilingual Education

The Detroit Public Schools (Bilingual Pupils, 1986) experimented with a program which taught the children for half the day in English and the other half in their native language. Although the results were inconclusive, the community-at-large had a positive prognosis for the program since it seemed to reflect their personal feelings that their children should remain bilingual.

Met (1984) proposed a "mixture" of the two with emphasis on the teaching of English but not at the expense of utilizing the native language to prevent academic failure. This model seemed to be an eclectic program with emphasis placed on the judgement of the teachers and others who work with the children as to the timing and amount of native language instruction necessary.

Met's "caretaker" philosophy was integrated into the final model proposed; from all information obtained, it represented the most conservative, evolutionary (not revolutionary) approach to the development of a new program.

The Maintenance Model and Restoration Project

This program sustained the native language and culture throughout the elementary program while the "Restoration" project (Garcia, cited in Baker, 1983, p. 106) attempted to restore the native language to those who never spoke it (i.e. American Indians, Greek immigrants).

Originally, maintenance of the native language of the children was to remain an integral part of the model program. However, it was perceived that due to the age of the children, there would have been no need to "restore" the native language; they were, generally, able to function in Spanish and would continue using the language in their home environments.

The Sink or Swim Model or Continuation of the Current Mode

Lastly, but most important to devising a solution strategy in the current setting, the "Sink or Swim" model remained the "in vogue" methodology within this school system. The immersion in this model was complete, albeit unfortunate. Children were placed into the classroom and forced to attempt to learn the language and the required skills at the same time. Minimal regard was made to their language deficiency in English; they were matched with the peers who had similiarly-tested academic prowess. This model neither met the requirements of the Lau decision nor placed a value on the humanistic considerations of the educational

equality, cultural value, or psychological health of the target children. It was a do-nothing model and unacceptable.

That mode was the precipitous reason for the design of the objectives and goals of this practicum proposal and project.

Iiams (cited in Baker, 1984) stated that "America's bilingual experiment is a vast network of projects evolving without clear direction." Those projects all espoused some measure of sound educational and cultural practice; each attempted to persuade in favor of a particular emphasis or methodology. Yet, no one model had proven itself as the ultimate successful weapon to battle language inequality or stave off the personal and professional biases evident at different times and at different places. Additionally, each model appeared to have some components which were common to all models. It seemed that semantics, verbage, and interpretation were the practice when justifying or explaining differing approaches and ideologies.

The writer saw that a number of the component parts of the differing models appeared to be valuable considerations. Believing that three carried some merit, he gleaned specific points as a baseline from which to develop his proposed

solution:

1. Transitional Bilingual
   * Using Spanish to "bridge the gap"
   * Establishing value in the Spanish language
2. ESOL (English for Speakers of Other Languages)
   * English-language teaching approaches
3. ESL (English as a Second Language) Immersion
   * A "caretaker" philosophy for language learning

Yet, commencement of a program had to be the first step toward making any pedagogical decisions. Hence...the evolution of the proposed pilot program.

Proposed Solution: The LILAC Program

The name LILAC was an acronym for Language Intensive Lab Accelerated Classroom. The reasons for selection of this title were multi-fold; it was representative of an eclectic pedagogical philosophy coupled with a flexible logistical and instructional approach. The uniqueness of LILAC rested in the fact that it was the only known proposed program of its kind in the county schools.

Most importantly, the writer felt that naming the program insured its identity. That identity, therefore, gave it recognition and indicated the existance of such a specific program within the schools. It would have been

difficult to "bury" something at a later date with a name which would become associated with a unique set of goals.

The idea for the LILAC program evolved from the need to provide additional services to the Hispanic population at the elementary school (as a model for the county schools). The original idea was born out of the definitive need to develop and implement a viable, duplicatable, and educationally significant program without (a) incurring any new budget requirements, (b) changing or adding to the staff, (c) changing facilities, or (d) securing any new materials. It was born in "poverty".

Since the evolution of the idea for the NEP and LEP students came into being and the tentative proposal was submitted to the administration, however, an unexpected event occurred: The new assistant superintendent for instruction quietly embraced and encouraged the idea; he counter-proposed to attempt to fund an aide position for the program. An additional aide position was to enable a "fully" bilingual paraprofessional staff member to be assigned to the pilot project. It was also to afford the opportunity to develop the LILAC model unencumbered with concerns about the rearranging of support staff within the pilot school.

It was believed that the assistant superintendent realized the distinct need to assist the LEP student population. Mounting evidence of that increasing

system-wide belief had been been found in the planning document entitled "Five Year Comprehensive Educational Plan" (School Board, 1985, p.16). The Districtwide Instructional Priorities for 1985-86 stated: "Develop and conduct an assessment to determine scope of need for programs for students who lack facility in the English language." The LILAC proposal was to begin to address that priority.

The approval to implement a pilot program was not fully obtained until August of 1986. The additional aide position was assigned to this unit just before the commencement of the school year (see Appendix F for a narrative description of the evolution of the program from its original proposal to the date of this report). That position was funded through the office of the assistant superintendent. The classroom, as anticipated, was considered a regular unit within the school and was assigned to the first grade team. It was not a seperately funded unit. Therefore, it was assumed that the new class would not be servicing any less than the average number of children for the first grade classes.

The administration, by their approval, had made a statement: Specific programs are needed to service the population of Non-English and Limited-English speaking children in this school system.

The LILAC Program Goals

The writer had believed for many years that language-minority children were being handicapped in their academic progress through the present system within the county schools. The program for NEP and LEP children was a "hit or miss," "sink or swim" philosophy--Gersten and Woodward's (1985) total "immersion.".

Therefore, a set of overall goals, a "wish list," was formulated and advanced by the writer in anticipation of attacking this educational dysfunction:

1. To commence a program to begin to meet the requirements of the 1974 Lau Decision of the Supreme Court of the United States.

2. To design and implement an English-language instructional program for primary-age Hispanic NEP/LEP children at the elementary school level as a model for possible expansion within the entire school system.

3. To provide NEP and LEP children from the ages of five to nine (those in kindergarten through first grade) with the instruction necessary to (a) develop literacy skills in English as a second language and, (b) increase the cognitive and experiencial learning process in Spanish as a primary language.

4. To provide NEP and LEP children with curriculum instruction in Spanish (approximately 20%) AND English

(approximately 80%) enabling an approach to equality of education and the ability to eventually compete on academic levels with language-majority children.

5. To enhance the children's self-esteem and pride in their Hispanic background and heritage.

6. To mainstream all NEP and LEP children into the supplemental school programs of music, art, physical education, and media immediately upon entrance into the program.

7. To seek the active involvement of the parents of NEP and LEP children in their children's education.

8. To offer second language instruction to English-speaking children as enrichment to their instructional program; and require that these children work as peer tutors within the LILAC program.

9. To continually assess English and Spanish language acquisition and functioning and adjust the instructional approach accordingly.

The writer felt that these goals were worthwhile to the total development of a new program. They were, however, adjusted according to the evolutionary status of the pilot; some were eliminated early in the planning process.

The LILAC model was approved for this one classroom: The county school system's approval to implement a program of this type was the major obstacle that was overcome. The

intent to provide a service eliminated any disciminatory effect caused by no program offerings at this one school.

These original program goals sought to enable the LILAC class to effectively offer some measure of cognitive-academic development to the students in their native language. This goal quickly became impossible since the pilot teacher was unable to speak Spanish beyond the basic communication level, the assigned "bilingual" aide was unable to read or write in Spanish, and the administration indicated that the program was to be structured English instruction along with regular exit skill requirements. In essence, there was no time or talent to offer an enhancement of the primary language.

One of the original "causes" for the lack of programs within the school system was postulated to be the noninvolvement of parents. This, also, became quickly evident as a weak program goal. Parents continued to remain aloof from their child's schooling, regardless of the new approach for improving the chances of success.

Finally, the program goal of offering second language instruction to English-speaking children was not allowed by the local school administrator. She felt that the incorporation of that type of offering could have diluted the effort with the LILAC model and become a hindrance for the pilot teacher.

Generally, all other program goals, to some measure,

were addressed during the implementation process.

The LILAC Program Design

The model was designed to closely parallel the affective and cognitive domains espoused by Bloom in Taxonomy of Educational Objectives, Book 1 and Book 2 (Bloom, 1954; Krathwohl, Bloom, & Masia, 1964). The writer believed that these domains represented the best approach to the development of not only the English language but the enhancement of cognitive functioning and cultural self-esteem for NEP/LEP children. Content and language were a means to each other (Idaho Department of Education, 1986).

The instructional approach to the county curriculum elements and LILAC program goals revolved around the ideas postulated by Tyler (1949). Those principles formed the background by which the LILAC model attempted to reach its overall goals:

Continuity

English immersion coupled with "caretaker" pedagogical teaching techniques at basic prescribed skill-building (curriculum elements) allowed the students to effectively function, grow, and experience success regardless of current language ability.

Sequence

Each successive success experience built upon the preceding one. As new English-language abilities unfolded and required skills were mastered, the student was moved toward parity and the ability to compete with his majority-language peers.

Integration

This element in the model allowed for a unification of all behaviors enabling the student to achieve a singular successful view of his/her educational experience. The horizontal and vertical interchanges built confidence in the student by encouraging and fostering the development of (a) literacy in the English language, (b) a value in both cultures and languages, (c) approach strategies towards county Pupil Progression Skills within the abilities of the child and (d) an attitude of success.

The "key" idea of enabling success for all the children was the thrust of the program design.

The LILAC Program Description

Since the pilot program was a model for the school system, the method of organizing the specifics of instruction evolved throughout the implementation. The basic philosophy and rationale of instruction generally

followed the model described. A continuing log reflected the day-to-day successes, failures, innovative ideas and techniques; it narratively described the dynamics of instruction. Many changes and adjustments were made at each step of the program as the need dictated.

Examples of those changes are outlined in the following guiding principles for instruction:

1. The emphasis in the LILAC program was not on the basic exit skill requirements espoused for the language-majority children in the school. If the children were non-English proficient, those mandated skills (see Appendix D) were utilized only when they could be easily incorporated into the language and experiential program of the LILAC model. The children needed to have enough command of the English language in order to be successful with small approximations towards reading/language arts or the content areas.

2. Instruction focused on language experiences in English; the emphasis was on teaching readiness concepts necessary for success in the regular classroom and the regular instructional mode. Language and social experiences resembled kindergarten criteria, adjusted to the age and interest of the child.

3. The direct teaching of the English langauge for complete fluency was the primary and driving mechanism for day-to-day activities.

4. Directions were given in Spanish, if necessary, particularly when those directions enhanced the possibility that the child would be able to compete on the desired activity (i.e. math skills). Equal opportunity for comparable academic performance was not hindered because the language of instruction predisposed a lack of understanding of the method of approach to an activity, test item, or required skill.

Initially, linguistic connections between the two languages were purposefully fostered. If a child could not comprehend something in English, Spanish was immediately used--English, Spanish, English. Time was not wasted at the expense of immediate comprehension.

5. Curricular objectives were identified during July and August, 1986 with instructional implementation begun in August, 1986. The IDEA Oral Language Program (Ballard & Tighe, 1985) was utilized as the basic and beginning management program for teaching the language. The writer enhanced the LILAC program from that point on a day-to-day and case-by-case basis.

6. Progress toward the ultimate goal of language proficiency was assessed by utilizing the IDEA Oral Language Proficiency Test. Students were tested as it was felt that they were ready to proceed to the next level on the IDEA program.

7. The evolving scope and sequence was arranged to

conform to basic ESOL teaching philosophy. It was unique in this setting and for this school system. It was a laboratory approach to intensive and accelerated language instruction in preparation for full integration into the American educational mainstream. Successful experiential understanding was a teaching philosophy.

The local school administrator, the principal, was in general agreement on the principle that children could not be taught reading and language arts skills along with other content skills without first acquiring the necessary English fluency to attack the tasks. She did require that when the students were "ready" to begin the normal curriculum track that that should be undertaken. There was no pressure applied; this class WAS different.

Therefore, for those NEP and LEP children who were unable to follow the curriculum model for the schools, the LILAC program addressed the oral language issues immediately. The children's experiences were almost totally oral: learning about their environment, relating their understandings, and the development of basic communication skills. Not until the children had enough comprehensible understanding of the language did they begin to relate that to the normal curriculum standards. The attempt was to insure a feeling of success for the students at every step in the process.

It should be noted that there was a strong emphasis on insuring that the children appreciated the value in their own language. Although English was being taught, the children knew that Spanish was equally important.

In sum, the LILAC program entailed using an eclectic methodology as the most viable method of instruction. Due to the preponderance of literature and research on the available instructional approaches and the realization that no one method had proven to be the "cure-all," the LILAC model evolved throughout the course of the implementation period. The instruction generally focused on the utilization of Spanish only as necessary to "bridge the gap" and insure a strong, positive understanding of English. The learning of English was the primary focus in the LILAC program, but the value in the home language was emphasized. Specific learning experiences were designed with Tyler's (1949) general principles as they related to curriculum development. The cultural heritage of the children was integrated into the program, particularly as it related to regular curriculum skills. Thusly, the dynamics of this new program allowed for changes as necessary and adjustments when required. It truly was experiential and experimental.

The LILAC Program Entry and Exit Criteria

The majority of the children serviced in the program were children who would have qualified for kindergarten or first grade placement.

In April of 1986 a writer-initiated and unofficial school survey was conducted of all classroom teachers in the pilot primary school. That survey asked for the names of children who would be retained in their grade or be administratively placed into the next grade for reasons directly related to limited language proficiency. It was hoped that a list of children could be generated which would enable early placement into the pilot program. Due to the fact that most all of the targeted children were of migrant families, it could not be determined whether they would be in attendance at the beginning of the new year. These children were, however, assigned on a tentative basis to the program based on that survey.

Enrollment of additional children to the LILAC program took place during the first week of school in August of 1986 and during the course of the year. Children who appeared to qualify from initial screening procedures (i.e. office interviews) were given the IPT to determine English language ability. Entry classifications of students per these criteria can be found in Appendix A.

The LILAC children were assigned to a self-contained, hetrogeneous grouping. Initially, all children in the class

had some measure of limited-English ability.

The local administrator agreed to allow a cap on the number of children assigned to the model classroom at 25. When the number of children who would have potentially qualified exceed that cap, individual decisions had to be made on which children would exit to the regular classrooms or if a waiting list for entrance would have to be established. No children were exited who did not meet minimum standards of English language proficiency as determined by the IPT criteria.

The LILAC Classroom and Staff

The LILAC classroom was a self-contained unit within the regular building ("open" space) until January, 1987, when the class was moved into a newly-built portable building. Additional staff included a full-time aide who was assigned to the unit.

Sample Lesson Plan Integrating the LILAC Components

A sample daily lesson plan for instruction within the classroom can be found in Appendix G.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

General Comments

This practicum project will be considered a success for the following reason:

Prior to August of 1986, this school system did not offer any county-wide and suitable programs to service the needs of limited-English proficient children. The particular educational handicap that these children exhibited, the inability to effectively function and compete because of a non-English speaking background, was not seriously recognized by the administration; equal educational opportunity was being denied this population of children.

This practicum proposal and the resultant implementation of one pilot for the 1986-87 school year has resulted in a beginning commitment to service these children. It must be assumed that this project was the "seed" for the now-planned expansion of the LILAC model

during the 1987-88 school year to two additional schools to serve as county-wide "centers" for all limited-English proficient children, in grades K-8, who are the educational responsibility of this system. Additionally, the school system has agreed to "umbrella" within this LILAC/ESOL model an already existing, isolated program at the vocational school which was purporting to service the needs of high school students.

The implicit purpose of the practicum has been accomplished: The county school system has recognized the educational needs of this population of children and has made a commitment to provide a COUNTY-WIDE program to service them.

Results and Analyses of Projected Goals

Comment

The original goals and behavioral expectations for the LILAC model were important and guiding considerations during the actual planning and implementation and served to assist in further refining the program for continual improvement. By no means has the final "product" been identified, however. The 1986-87 school year represented the most basic

of foundations; the "building" now needs to be constructed.

The challenges encountered along with the successes and failures identified can serve to encourage and direct other school systems and, most importantly, offer hope to these children-at-risk.

Objective One

Eighty percent (80%) of eligible children at the pilot school will be enrolled in the LILAC program.

Results

Table 3 indicates that a sustantial number of qualified-to-enroll kindergarten and first grade children were actually entered into the LILAC program. It can be reported that this behavioral expectation was accomplished.

Table 3

Percentage of Kindergarten and First Grade Students Enrolled

Grade Level	IPT Tested	Qualified	Enrolled	Percentage
K	19	14	17*	100
1	38	25	24**	80
Totals	57	39	41	87

Notes: This data was collected from August 25, 1986 through May 1, 1987.

* Three children were entered who appeared to initially qualify but who were, after a brief stay in the class, shown to not need the service. The 14 qualified children were enrolled. See explanation #1 below.

**Five first grade children were not entered into the program because of teacher (regular classroom) judgement. However, four children, who initially did not qualify but were accomodated due to the slightly disproportionate number than the average first grade in the school, were entered at another time during the year. Seemingly inconsistent denials and acceptances were in response to the fluctuating numbers of children within the school and the LILAC program throughout the course of the implementation period.

Analysis

Generally, there was never a time when there was a real "shortage" of students to enter the program.

It should be noted that early in the implementation process the class contained only 10 children. At that time (and due to some gentle prodding from the principal who believed that the class was not "holding its own"), the writer began to poll the classroom teachers, including second grades, to ascertain if there were additional students who might possibly qualify for enrollment. A number of others were "identified."

Two second grade children and a number of less qualified first graders were entered into the LILAC classroom. Coincidentally, during that four week time span, a number of children entered the school who qualified for enrollment due to LEP status; they were of kindergarten and first grade age. Therefore, at the end of the month of October, 1986, the class size had swelled to 28 children. Upon the consent of the principal and teachers involved and over the course of one month, approximately seven children were returned to their original classes (including the second graders) or to classrooms that were able to accomodate them.

These movements from the LILAC class were justified by the following:

1. Some younger children seemed intimidated or inhibited during the language testing process. Therefore, their language levels showed a considerable handicap with English. After remaining in the classroom for enough time to feel comfortable, the children exhibited an age/stage level of cognitive/academic language ability which was considered sufficient to be placed in regular classrooms.

2. Some of the children who qualified were experiencing difficulties beyond the language barrier. Two of the second graders, as it finally surfaced, were being considered for testing for a specific learning disability. These childrn were not new to this school. Their language

ability was less of a handicap than their potential exceptionality.

3. By the end of the third month of implementation, the principal and LILAC teacher, the writer, announced to the teachers that it would be impossible and unrealistic to accept any other than kindergarten and first grade children. It would be necessary to "clean up" the criteria and deny second grade qualified-to-enroll children. The numbers of young children who were enrolled and the expected number to enter (via migrant movements) precluded the older population of students.

4. Finally, the LILAC classroom was still considered a first grade unit and, therefore, was not obligated to accept second grade students.

Objective Two

Seventy percent (70%) of entered students will raise their IPT score by at least one level within eight continuously-enrolled months in LILAC.

Results

A perusal of the information obtained during the course of implementation indicates that a total of 16 students were

enrolled in the program for eight or more months. Of that number, 15 raised their IPT score by at least one level.

Table 4

Percentage of Children (N=16) Who Raised IPT Score Level

Score Levels	Number	Percentage of Total
A to B	3	18.75
A to C	3	18.75
A to D	0	---
B to C	4	25.00
B to D	2	12.50
C to D	3	18.75
Total % Raised Language Level		93.75*
No Change	1	6.25
Grand Total	16	100.00

Notes: *A percentage of 93.75 indicates that this expectation was met. These tests were given on May 1, 1987.

Analysis

The writer postulates that the directed English language instruction and limited emphasis on mandated curriculum components allowed for a more rapid acquisition of basic interpersonal communications abilities on the part of these young children. The number of children who improved in their level of language competance as measured by the IPT instrument seems to indicate success with the evolving instructional approach.

It must be noted that, due to the short length of this pilot, no conclusion can be fairly drawn concerning the effectiveness of the LILAC program in increasing cognitive/academic language proficiency particularly as it might relate to the successfull acquisition of basic and mandated curriculum components. Decisions such as these may be considered after two or more years of servicing the same children in a LILAC model program.

Objective Three

Forty percent (40%) of students who enter at IPT level C will achieve grade level status within eight months.

Results

There were 15 students (K and 1) who entered the program and initially tested at level C with the IPT instrument screening. Of that number, three (3) achieved "grade level" status according to standard county curriculum and school-based criteria. These three children were first grade repeaters.

That information indicates that only 20% of the students achieved grade level status. This objective, therefore, was not met during the implementation period.

Analysis

This information might indicate that, indeed, it is nearly impossible to expect a remediation of language and English-language curriculum requirements within such a short time. The writer reasons that the initial and needed emphasis on language skills preempts the ability to assist a child with the curriculum (reading/language arts/content subjects) in one year. Although language skills are being quickly acquired, curriculum tracking in English lags.

The question might need to be addressed after these children have been enrolled in the LILAC model for two years. Would there be a point when the ability with language would eventually meet the ability to compete on

required school skills? The three first grade repeaters may have reached that level of cognitive/academic ability in English. Could that have been indicative of an effective program or indicative of their increasing maturity and exposure to English?

Objective Four

The School Board/Administration will receive reports at the sixth-month interval on the progress of the LILAC program.

Results

The assistant superintendent requested periodic reports from the writer on the progress of the program including numbers tested, numbers entered, numbers denied etc.; he also sought any other relevant information which might be deemed important in the development of the program. The criteria for which information was included was left to the discretion of the writer. The LILAC program was generally handled out of that office and there was no necessity to bring this pilot before the Board at that time.

Copies of the reports submitted can be found in Appendix H.

Analysis

This pilot, at first, was a small, localized trial for a particular school. At the outset, the vocalized concern by the writer was simply for the continuation of the model at this one school. Therefore, reports were submitted only to those influential individuals who were "aware" of the program.

The implicit intent was for the continuation and expansion to the entire school system. However, the political reality was that the assistant superintendent could "make or break" the LILAC model. Therefore, the writer did nothing to usurp his authority and damage the prospects for the implicit goal.

The reports indicated the information included in Objectives 1, 2, and 3 and were generally showing a distinct need for the services of the program at this school. They were, the writer hoped, providing conclusive evidence of the viable nature of the LILAC model.

Objective Five

Ninety percent (90%) of the parents of qualified-to-enroll children will sign a consent form for participation in the program and, therefore, a willingness

to be supportive of the goals.

Results

The principal of the pilot school did not feel that parents needed to sign a consent form. Therefore, the objective was not met.

Analysis

The population of children served in the pilot program was generally Hispanic and migrant. It has been the experience of the writer that many of these parents do not speak English and infrequently visit the school or teachers.

It is assumed, therefore, that the inability to communicate in English and the apparent lack of interest in the education process thwarts the home/school relationship. The writer feels that this scenerio has been indicative of the LEP population at the practicum school; it may not be representative of other LEP populations, however.

Objective Six

Forty percent (40%) of the parents of enrolled children will visit the school and attend at least one Parent

Information Meeting.

Results

This objective was not met. Again, parents of children in the program did not visit the school for any reason except to, perhaps, enroll their child. Many times, parents "enrolled" their children by sending them on the bus; the school office then ascertained pertinent information from the Migrant Office.

There were two Parent Information Meetings which were called to coincide with the school PTA meetings. On both occasions, the parents of two children attended.

Analysis

The contact with parents of the LILAC children was extremely limited. The writer's involvement with the process of program continuation, classroom management and pedagogical techniques, normal school functions, and frequent enrollments and withdrawls of students made the contact process difficult. Additionally, these day-to-day functions became primary considerations and parent contact, after earlier failures, became secondary and less important to the overall success of this pilot.

Objective Seven

By February, 1987, there will be a formal effort by the School Board/Administration to secure or appropriate funding for an expansion of the LILAC model for the system.

Results

On February 6, 1987, the Assistant Superintendent requested a meeting with the writer, his supervisor, the Director of Planning, Reporting, and Federal Programs, the Director of Elementary Education, and the Supervisor of Language Arts. That meeting was introduced by a memorandum of January 27, 1987:

> Thank you for your information letter of January 26, 1987 [one of the quarterly reports]. I have been interested in the results, but not able to get back there for a visit....
>
> I would like to meet with both of you [writer and principal] very soon to discuss the program's future....
>
> Be prepared to discuss your ideas for the future as well as show us how the program is functioning.

Thank you and keep up the good work (personal communication, January 27, 1987).

The writer was not directly aware of any pressures that were incumbent on this administration; however, within two months, another meeting was called. The writer assumes that some events or series of events had occurred which precipitated a meeting with a number of influential administrators and the writer. The following proposal was presented from the Director of Planning and Reporting:

> It is recommended that a resource specialist position be added. The major task of the person in this position would be to screen, test, and staff students into the programs listed below....
>
> It is further recommended that we:
>
> * Continue the teacher unit and aide at [the LILAC pilot school] for grades K-2.
> * Add a unit and an aide at [the LILAC pilot school] or [another neighborhood school] to serve grades 3-5.
> * Add a unit and an aide at [the middle school] for grades 6-8.

> Let these three programs serve both as school and countywide programs. Students would enter the programs based upon need as established during testing by the resource specialist....(personal communication, April 7, 1987).

An additional meeting was called for April 16, 1987, at which time a general commitment was received from the assistant superintendent to apply to the State of Florida for funds to service 125 students through a funding formula tied to a new program for "Drop Out Prevention." This anticipated funding would allow for the servicing of students via the ESOL model by five new teachers, three full-time aides, and a resource specialist.

These events have enabled the writer to indicate that this objective was met.

Finally, the limited-English proficient students in this school system would be served beginning in 1987-88 with viable, objective-based programs.

Analysis

Informal information received by the writer indicated that the following events may have had an impact on the decisions about possible expansion. Either by coincidence or some other factor, the LILAC program seemed to be

instituted at the correct time and was one of the "seeds" from which this county would build programs.

1. On August 6, 1986, this county received a letter from the Office of Civil Rights. That letter requested an explanation of why there were no county-funded programs to service the educational needs of 270 LEP children during the 1985-1986 school year. It was the writer's understanding that prior to this notification the LILAC program had almost been eliminated. After this letter however, the LILAC model program was approved and an aide assigned to the unit.

2. In October, 1986, an article and picture appeared in a local daily newspaper featuring the migrant student population and the writer's LILAC program. Immediately after this, the county initiated the building of a portable classroom for the LILAC class. Prior to January, 1987, the class had been in an open space area (surrounded by bookcases) near the first grade classes.

3. A letter, dated March 26, 1987, was received on April 6, 1987, by the county administration indicating that the Office of Civil Rights would be making a visit to this school system during the month of May, 1987, with the express purpose of conducting an audit of the available programs and plans for limited-English proficient children.

The school system was put on notice that the time had arrived to address the educational needs of this population. No longer could personal biases dictate policy as had seemingly been done in the past.

4. In early April, a full page article appeared in another weekly paper concerning the writer, his class, and the goals of the program. Although the main thrust of the article centered on the experiences the writer had while living in Costa Rica and attending language school, the overall message was the need for an expansion of the LILAC program.

Although the writer does not have any specific information other than that listed above, he does speculate that a series of events, beginning with the early proposal for the LILAC model, precipitated an important change in the county school system.

Part 2: Conclusions

For a number of years, this county school system had neglected its fundamental obligation to offer program services for limited-English proficient children. Although evidence could be presented that a number of students had been served in various and differing types of classrooms, there was no organized approach that encompassed the entire system.

During the implementation process with the classroom program, more questions were raised than answered. The questions, however, enabled the writer to increase his pedagogical and philosophical knowledge in the process of the education of LEP children. They provided the groundwork for planning and implementing revised and improved ESOL-type programs for the coming year and into the future.

By whatever incidents occurred and through added exposure in the press (see Appendix I), the writer was instrumental in securing a place for these children-at-risk. The LILAC program made a difference; the county school system recognized and now applauded its existence as THE model pilot program.

Part 3: Recommendations for the Future

General Comments

The following recommendations are advanced for not only the continuing improvement of the LILAC model in this school system, but for other school systems that (a) may be in the planning stages for their own program, or (b) seek additional ideas on an already existing program.

There is no explicit reference to the selection of a bilingual model as a delivery mode; the writer's school system does not subscribe to that pedagogical philosophy. Yet, there is a continuing controversy concerning the benefits of the bilingual approach v. immersive English amongst educators, government agencies, and the public throughout the United States (Crawford, 1986, 1987). Thusly, that potential method of using English and the native language to teach the children remains as (a) a viable alternative and (b) another possible pilot in the future.

The 1987-1988 expansion of the LILAC program will include these recommendations within the planning for and implementation of the expanded program.

A discussion follows this outline.

Outline of Recommendations for the 1987-1988 LILAC Program

1. Plan for and place LEP children on a specialized curriculum track which allows for temporary exemptions from language-majority curriculum standards.

2. Provide native language testing and evaluation services for the special-needs LEP children with possible exceptionalities.

3. Utilize the services of the special area teaching staff (music, art, physical education etc.) via prescription to specifically reinforce particular skills within the LILAC program.

4. Allow for the use of two English-language screening instruments to ascertain accurate and reliable information on the oral language ability levels of potential LEP children.

5. Plan and provide for the easy and efficient "mainstreaming" of LEP children into regular classrooms as their language levels increase and when such movement is in the best interests of the child.

6. Keep the numbers of children within the LILAC classroom below 20 at any one time.

7. Insure that an equal value is afforded the native language of the LEP children.

8. Utilize language-majority peer tutors and community volunteers to increase one-to-one attention and reinforce language experiences.

9. Devote particular attention toward the development of positive attitudes and winner orientations for LEP children.

10. Continually keep abreast of current research evidence and trends in the education of language-minority children.

Discussion of Each Recommendation

1. Delivery of Program Services via Specialized Curriculum

The delivery model for the LILAC program emphasized the acquisition of the English language. The native language of the children, Spanish, was not utilized except to offer

directions or explain some necessity (i.e. school rules, etc.). Obviously, the development of oral language needed to precede any involvement with mandated curriculum components. Communicative approaches to the language needed to preceed the cognitive development of meaning (Idaho Department of Education, p. ix) necessary for integration of the content materials, reading skills, and language arts.

Therefore, the students were not being afforded the opportunity to progress on grade level with their English-language peers until the ability with English was sufficient to enable some measure of cognitive/academic functioning. Although it was anticipated that this delay would be shorter than the pre-LILAC model (the "sink or swim" mode), the fact remained that the students would fall behind, at least temporarily.

Is there an approach that would enable the children to progress along a parallel track while they were acquiring English? Could the county school system routinely exempt the students from grade level requirements and create a separate track by which LILAC students would be judged until the time they were proficient in English? Once the children reach this level of English proficiency, how much time for remediation with curriculum components will be required?

The recommendation would be to design and implement a LILAC program where students progress along on a different curriculum which emphasizes English; using a "caretaker"

approach, the teacher would introduce reading/language arts/content areas as the students are ready. When the students have mastered English, are succeeding with curriculum, and are ready to be promoted out of the LILAC program, place them, for the following year, at the grade level from which they exited. For example, if a child was in the LILAC second grade at the end of one year and was ready to exit, place the student in the regular second grade for a year of "curriculum catch-up". Assuming no exceptionalities, the child then takes a half step forward instead of one or two full steps back.

2. Special Needs and Exceptionality Evaluation

It was discovered early in the program that there were a number of children who seemed to exhibit some learning difficulty in addition to the language handicap. This intuitive judgement was made by the pilot teacher and aide. However, there was no organized and in-place special needs evaluation system for LEP children within the schools. There were no tests utilized and no qualified evaluators to assist in this process. English language measures were not appropriate since the child's inability to fully function with the language would have biased the results.

Two children were identified by the writer early in the year as having a severe learning handicap. They were

finally tested and staffed into the Educably Mentally Handicapped unit. For these boys, neither language was the direct handicap; they could not effectively function in English or Spanish. The process took seven months and entailed hiring an outside "specialist" to undertake the testing at a substantial added cost to the system.

It is recommended that this school system implement a specialized program for the evaluation of potential exceptionalities in LEP children. No longer can teachers, administrators, and evaluators settle for the diagnosis of "limited-English proficiency" when other learning handicaps are exhibited.

3. Coordinated Special Areas Reinforcement

In addition to the LILAC program, the LEP children were faced with the challenge of "other classes," other children, and other teachers. They had wonderful opportunities to test their knowledge and ability with English while participating in special area classes.

Early in the pilot, the writer utilized the special area programs of music, art, physical education, and media to directly enhance the skills and concepts being taught in the LILAC class. With careful planning and specific recommendation from the LILAC program, these teachers worked from their curriculum requirements and rearranged their

materials and approaches to conform to any needed skill reinforcements in English.

The art program enhanced the learning of body parts during that part of the program when the children were tracing and coloring each other's outline. The music program worked on Hispanic folk songs and dances when the request was made to help the children learn the values in their culture and language. The physical education program enhanced the children's conception of fair play and the feeling of winning. Playground/sports vocabulary and basic spatial directions were emphasized as needed. Finally, the media program afforded the chance for the children to hear stories about special people who achieved a winning attitude. All of these concepts were integral to the rounded development of the whole child, the positive experiences of English language usage, and future cognitive/academic understanding.

These previously untapped sources for additional reinforcement were generally overlooked by the writer as avenues to success for the LEP child before the pilot.

Therefore, it is recommended that a directed and well planned approach to special area reinforcement be emphasized and documented throughout the course of future program planning and implementation.

4. Two or More Testing Instruments

The IDEA Individual Placement Test was an excellent tool. The screening instrument provided quick and easy information about the language ability of these primary age children; it was an early asset to the beginning program.

The conclusive results of this one testing measure were questioned by the writer. Some children knew particular words (duck, window etc.) but were challenged when the oral language parts of the test required simple comprehension of sentences or short stories. Conversely, although some children were not familiar with a particular category ("farmer" or "barber", for instance), they were capable of discussing what the person did, where they worked, and even their personal experiences relative to the meaning of the picture.

The subjective judgement by the writer, therefore, was to credit the child with the answer if she could discuss the concept of the picture. In turn, word calling without any fluid conversational ability did not seem to accurately predict the language ability of the child. With this one instrument, however, such subjective decisions could invalidate the score.

Therefore, it is recommended that language screening be done with the IPT, for instance, and another instrument. Decisions then could be based on a broader range of data

and, perhaps, provide more accurate results.

5. Mainstreaming of LEP Children

One of the inherent problems within the LILAC model was the fact that the classroom was considered a first grade unit. Therefore, there was a logistical necessity to insure that children enrolled within the class remained there while the regular first grades were full. (Which was, for the most part, throughout the year.) The LILAC program had to maintain an equal number of children, regardless of language ability. Some first grade children who could have exited during the year remained in the classroom.

It is recommended that this program have the capability to mainstream children out of the classroom on a part or full-time basis as needed. This would indicate that the unit(s) would need to have separate funding from the regular program. The opportunity for reinforcement appears to be far more important than the problems of placement.

6. Group Size

The Language Intensive Lab was designed to provide for intensive instruction in English. However, with the constraints placed upon the writer due to the required average group size and the resultant inability to mainstream

those children who would have benefited, the group swelled to 28. A management problem ensued; when the children ranged in age from 5 to 9, kindergarten to second grade, and non-English proficient to fully-English able, the writer did have some serious organizational challenges.

It is recommended that the LILAC program limit the size of groups and, as much as possible, the age/ability range of the students. Too many students with large variations in ability can "water down" the positive effects of language learning. Time spent on group management and organization is time lost to instruction.

7. Building Value in the Native Language

Prior to the implementation of the LILAC program, the writer observed negative reactions on the part of the administrators and teachers to the Spanish language and the children who spoke it. The overall impression generated implied that Spanish was secondary to English. It was true that the all-English environment demanded English speakers; it was also true that, for these children, Spanish was the only language of importance.

The writer, to his knowledge, was the only professional faculty member to attempt to learn Spanish. He was the only one who spoke to the children in their language when possible. He was the only person to allude with directness

and example how much he valued THEIR language at the same time he spoke of the importance of English in that school. The children knew how much the writer enjoyed and valued Spanish; they also knew that English was necessary. Therefore, the writer felt that his attitude about learning Spanish was one model needed to influence the children in their attitude about English.

It was hoped that periodic in-class "discussions" in the native language (outside of the regular curriculum components) enhanced that value and allowed for the opportunity to enlarge and refine the children's own abilities with their native tongue.

It is recommended that all professional and paraprofessional staff members who work in the program make a commitment to express and show by example the value in the native language of the children served.

8. Utilize Volunteers and Peer Tutors

The LILAC program made extensive use of volunteers and peer tutors throughout the entire year. Two volunteers, both over 70, devoted a total of three days per week to the children. Additionally, a number of second grade students (It was their reward also!) worked for 30 minutes each in small group and individual instruction as directed by the writer. At times, there were five "teachers" working in the

classroom at one time. The children received an immense amount of "free" reinforcement.

It is recommended that the program tap the resources from the community and the school on a very regular basis. The coordination of the effort may entail additional planning but the benefits are untold.

9. Develop that Winner Attitude

The LEP child could enter the all-English schooling experience with an excited, positive feeling about the experience. However, unless that child begins to feel a sense of accomplishment, a sense of achievement, what happens to the motivation to succeed? Reinforcement may certainly not be found outside of the schooling experience; other-language stigmas may enhance the possibility of defeat. "'Also, for the minority child, immersion in the dominant language can reinforce the stigma society attaches to speakers of low-status languages--an impediment to educational progress,' Mr. Cummins said" (Crawford, 1986).

It is suggested that any program designed for remediation of English-language handicaps pay particular attention to insuring that positive, winning attitudes are developed in the children. For many children, particularly the migrant population, the school experience may be the only positive influence available.

10. Continual and Up-Dated Inservice Education

The field of ESOL/Bilingual education seems to be a "hot bed" of controversy (Crawford, 1986, 1987) concerning the pedagogical approach, philosophical justifications, and government funding formulas. No one party to the controversy seems to have the final word.

Therefore, it behooves all educators to continually peruse current clinical and research projects, study the success and failures of programs, offer personal and professional experiences relative to new or changed pedagogical remedies, and generally be aware of the rapidly changing nature of the population and its needs.

These arguments, particularly those for or against one type of program or another, need to be included into the inservice components of professional staffs who service the children. Indeed, none of the controversy seems to be disappearing very quickly.

Dissemination Plans

It is the plan of the writer to offer this practicum to the school system in which the writer is employed; the report can become a permanent reminder of the state of the educational program for its LEP children prior to LILAC.

Additionally, the writer will have the results and conclusions available for any other school systems that may request a copy. The writer will be available to discuss the political and pedagogical challenges he faced.

The writer has been invited to speak at the Second Lanauge Learning and Second Language Teaching Conference of the University of South Florida's Linguistics Club in June, 1987. His topic will relate the feeling of being limited-language proficient and how those frustrations may place constraints on the limited-English proficient child in the classroom.

The most important dissemination will be the continuation and improvement in the LILAC program for the coming year. The existence of the population and the commitment to serve is made; an exemplary LILAC program will be the greatest reward for these children-at-risk.

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APPENDIX A

LILAC STUDENT LANGUAGE PROFICIENCY CLASSIFICATIONS: IDENTIFICATION, EVALUATION, ENTRY, AND EXIT CRITERIA

The following is an excerpt from the "Working Manual" for the LILAC model:

LILAC STUDENT LANGUAGE PROFICIENCY CLASSIFICATIONS: IDENTIFICATION, EVALUATION, ENTRY, AND EXIT CRITERIA

Entry Criteria

Identification

A student shall be identified as a possible candidate for the ESOL/LILAC program in the following manner:

1. Recommendations from the office staff, primary specialist, and/or administration based on interviews with the child, the child's parents, or school records; or
2. Classroom teacher recommendation based on observations, class performance, and teacher judgement regarding language proficiency.

Evaluation Instrument(s)

The primary evaluation instrument for ascertaining language proficiency is the IDEA Proficiency Test (IPT) by Ballard and Tighe. Additional testing instruments, such as the OLE or Bilingual Syntax Measure (BSM), may be used for further assessment if required or recommended.

In addition to testing in English (L2), students are also evaluated in their native tongue (L1) if there is a testing instrument and/or evaluator qualified in that language. This evaluation enables the LILAC staff to better analyze the effectiveness of teaching strategy and plan for individualized remediation of English language inefficiency.

Admission Criteria

A student who is recommended for admission into the ESOL/LILAC program must meet the following criteria:

1. The child's home language (native tongue) must be some langauge other than English.

2. The child must pretest as non-English or limited-English proficient on the Idea Proficiency Test (NEP or LEP: score levels A through E corresponding to Lau levels A or B and based on age/grade at the time of classification; see chart for score levels v. age of child).

General Language Proficiency Classifications

NEP Non-English Proficient or
Score Levels A and B (IPT Form A) or
Lau Level A

LEP Limited-English Proficient or
Score Levels C (except K-initial), D,
or E (IPT Form A) or
Lau Level B

*FEP Fluent-English Proficient or
Score Levels F and M (IPT Form A) or
Lau Levels C, D, or E

*Students in these categories are not eligible to be enrolled in the ESOL/LILAC program.

SPECIFIC LANGUAGE PROFICIENCY CLASSIFICATIONS:

	IDEA Levels						
	A	B	C	D	E	F	M
Grade Level							
K-Initial	Y/F	Y/P	>	>	>	>	>
K-Reclassification	Y/F	Y/F	Y/P	>	>	>	>
Grade 1	Y/F	Y/F	Y/P	>	>	>	>
Grade 2	Y/F	Y/F	Y/P	Y/P	>	>	>
Grades 3-5	Y/F	Y/F	Y/F	Y/P	Y/P	>	>

Y = qualifies for service in LILAC/ESOL

F = qualifies for full-time placement in the LILAC program due to severe LEP status

P = qualifies for part-time placement in the LILAC program due to a continuing LEP status

> = does not qualify for entry or qualifies for exit from the LILAC program

Minimum Placement Time in Program

The minimum placement time in the ESOL/LILAC program shall be for a period of not less than four weeks and shall only include those children whose score on initial placement indicates an identified limited language proficiency.

Special thanks is given to Ballard and Tighe, Inc. for permission to mention their name in this practicum project.

Full-Time Exit Criteria

The decision to exit the part-time child from the LILAC program is a cooperative effort on the part of the child, his/her parents, classroom LILAC teachers, the administration, and the potential accepting teacher. The decision is based on the following criteria:

1. The child must achieve a score Level indicating FEP on a retest with the IPT instrument.

The retest for potential exit utilizes an alternative Form B in order to effectively rule out test/retest bias.

If there is a question by any member of the exit team regarding the appropriateness of exit at that time, the potential for success in the new situation (the regular program), or the validity or reliability of the test results, exit may be denied until a further assessment is completed. The child may be required to take the Bilingual Syntax Measure, the Metropolitan Readiness Test, or any other instrument deemed appropriate to further estimate the level of language and cognitive functioning.

2. The accepting teacher must agree to transition the child into the regular program and, if necessary, monitor closely the child's progress and report to the ESOL/LILAC personnel.

The accepting teacher must be an integral part of the exit team since the child is on a three month trial basis in the regular program. The exit LILAC team (primarily the referring LILAC teacher and Program/Resource Specialist) is responsible for the continuing surveillance on the progress of the target child and is responsible for assiting, in whatever ways possible, to insure a smooth, orderly, and fulfilling learning experience.

Transitionary Exit Through Mainstreaming

The LEP child may, at a certain time and as indicated on the Specific Criteria checklist, be recommended for part time placement in the regular program and classrooms. This student is still considered to be in the LILAC/ESOL program until full exit is achieved.

The mainstreaming is designed for each student on an individual basis and with the full concurrance of the accepting teacher. Mainstreaming may entail anywhere from a thirty minute lunch break to the full math, reading, or content components of the daily program. Children may be mainstreamed at any time that the LILAC teacher and Program/Resource Specialist feel that the transition would be beneficial to the student.

The ESOL/LILAC program is charged with a continuing surveillance on the student's progress or problems. The

LILAC team is responsible for insuring that the child is placed in programs which do not contribute to continuing student frustrations and which allow for easily observed measures of success.

APPENDIX B

PARENT INFORMATION MEETING

Notes: PARENT INFORMATION MEETING

Language Intensive Lab Accelerated Classroom (LILAC)

Objective Six of the initial behavioral expectations for the LILAC program indicates an prediction that 40% of the LILAC children's parents will participate in at least one Parent Information Meeting during their child's tenure in the program. This expectation is predicated on the belief that parental input in a child's education is of paramount importance; and that increased knowledge fosters positive and cooperative relationships between students, faculty, parents, and the school system.

During the first year of the LILAC pilot program it is anticipated that the school will sponsor at least two Parental Information Meetings. The meetings will entail the following:

1. Introduction of faculty responsible for the program, including administrative and support personnel.

2. An outlining of the short and long-range goals of the LILAC model program.

3. An explaination of the language classifications and predicted increased proficiency for their children.

4. A further explaination of how increased language proficiency will enable the children to progress within the normal curriculum.

5. An outlining of empirical evidence supporting specific objective-based bilingual/ESOL/immersion programs.

6. A request for cooperation, support, and assistance as needed throughout the year for the continual improvement of the pilot program.

Announcements for the meeting and the meetings themselves will be conducted in English and Spanish. Children will be invited and will sponsor a short program for the parents. Refreshments, made by the children, will be served.

APPENDIX C

PERMISSION TO USE IDEA NAME

BALLARD & TIGHE, INC.
Oral Language Programs
480 Atlas Street
Brea, CA 92621
(714)990-IDEA
(800)321-IDEA (outside CA)

May 21, 1986

Brian Adams
Elementary School
Street
Florida 33561

Dear Mr. Adams:

It was a pleasure to speak to you recently about your pilot study with Hispanic Migrant students. I hope that you will find our IDEA materials helpful.

Permission is hereby granted for you to mention our name and address when you publish your study. In return we would appreciate receiving a copy of the study.

Thank you for your interest in our materials.

Sincerely,

Wanda S. Ballard

Wanda S. Ballard
Vice President

WSB/wc

APPENDIX D

SCHOOL SYSTEM EXIT SKILL CRITERIA FOR KINDERGARTEN AND FIRST GRADE

☒ Introduced

☒ - Tested; Not Mastered

☒ - Tested; Mastered

PUPIL _____

SCHOOL BOARD OF _____ COUNTY

KINDERGARTEN READING/LANGUAGE ARTS STUDENT CHECK SHEET

MOTOR COORDINATION

	R	S	A
1 Creeps			
2 Walks forward			
3 Walks backward			
4 Jumps			
5 Gallops			
6 Runs and stops on signal			
7 * Walks beam			
8 Balances on one foot			
9 * Catches bean-bag			
10 * Throws bean-bag			
11 Hops			
12 Bounces			
13 Strikes			
14 Kicks			
15 Skips			
16 Turns pages in a book			
17 Holds a pencil			

VISUAL MOTOR PERFORMANCE

	R	S	A
18 * Eye movement			
19 Buttons and unbuttons			
20 Copies circle			
21 Copies square			
22 Copies circles of different sizes			
23 Copies triangle			
24 Works 8-10 piece puzzle			
25 * Holds and cuts with scissors			
26 Templates			
27 * Writes first name			
28 Ties shoelaces			

VISUAL PERCEPTION

	R	S	A
29 Matches shape objects			
30 Matches shapes on paper			
31 Matches pictured sets			
32 Matches numerals on paper			
33 * Matches letters on paper			
34 Matches direction of design			
35 * Matches words			
36 Identifies different words			

VISUAL MEMORY

37 Names objects from memory			
38 Identifies missing detail			
39 Recalls pictures			
40 Recognizes order of pictures			
41 * Remembers order of 4 letters			
42 Recalls word forms			
43 * Identifies upper case letters			
44 * Identifies lower case letters			

AUDITORY PERCEPTION

	R	S	A
45 Distinguishes loud/soft sounds			
46 Identifies direction of sound			
47 Identifies common sounds			
48 Classifies sounds			
49 Says initial consonants			
50 Says final consonants			
51 Identifies words-same			
52 * Matches beginning sounds			
53 * Matches rhyming words			

AUDITORY MEMORY

54 Word sequence (3 words)			
55 Follows 3 simple commands			
56 * Repeats a sentence			
57 * Numeral sequence (4 numerals)			
58 Repeats a rhythm			
59 * Retells story in sequence			
60 * Follows directions in group setting			

LANGUAGE DEVELOPMENT

	R	S	A
61 Uses "I" correctly			
62 Chooses picture to complete sentence			
63 Speaks in complete sentences			
64 * Describes a picture			
65 * Gives personal information			
66 Draws conclusions			

CONCEPTUAL DEVELOPMENT

67 * Identifies names of colors orally			
68 Identifies body parts			
69 * Classifies			
70 Identifies main character (story heard)			
71 * Identifies position concepts			
72 Identifies right and left			

KINDERGARTEN TEACHER _____

SCHOOL _____ YEAR 19____ 19____

KINDERGARTEN TEACHER _____

SCHOOL _____ YEAR 19____ 19____

SUMMER SCHOOL TEACHER _____

SCHOOL _____ YEAR 19____ 19____

Must achieve 58 of the 72 Exit Skills. 18 of the 22 starred skills must be included in the 58.

	R	S	A
EXIT SKILLS PASSED			
STARRED SKILLS PASSED			

R = Regular School
S = Summer School
A = Additional Year/Time

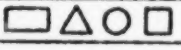
BEST COPY AVAILABLE

☒ - Tested; not mastered

☒ - Tested; mastered

Name

LEVEL KINDERGARTEN MATHEMATICS STUDENT CHECK SHEET

		REASONING
1		sorting
2		patterns (continue)
		GEOMETRY
3		figures 
		SETS
4		match 1 to 1
5		equivalence
6		more - members
7		order
		MEASUREMENT CONCEPTS
8		larger/smaller
9		longer/shorter
10		taller/shorter
11		largest/smallest
12		longest/shortest
13		tallest/shortest
		NUMBER CONCEPTS
14		rote counting 1 to 10
15		state 0-5 (cardinality)
16		state 6-10 (cardinality)
17		counters 0-5 (show)
18		counters 6-10 (show)
19		numeral 0-5 (ring)
20		numeral 6-10 (ring)
21		0 (cardinality)
22		sequence dot-to-dot
23		first
24		last
25		ordinal 1st - 5th

		MONEY
26		identify penny, nickel, dime
		STATISTICS
27		qualitative (graph)
28		quantitative (graph)
		FRACTIONS
29		half
		ADDITION READINESS
30		union of sets (cardinality)
		TIME SEQUENCE
31		night/day
32		before/after
		PROBABILITY
33		more likely
		NUMERALS
34		recognition of numeral 0-5
35		recognition of numeral 6-10

Teacher

School Date

Teacher

School Date

All skills are exit skills

25/35 to pass

___/35

Revised October 1985

** - Mandatory Exit Skill

* - Exit Skill

- Introduced

- Tested; Not Mastered

- Tested; Mastered

PUPIL _____

SCHOOL BOARD OF COUNTY
GRADE ONE READING/LANGUAGE ARTS STUDENT CHECK SHEET

	County Objectives	R	S	A		County Objectives	R	S	A
**	1. Sight Vocabulary					13. Consonant Blends			
	Dolch 220					14. Digraphs			
	Other Word Lists				*	15. Short Vowels			
**	2. Left to Right Sequence					16. Long Vowels			
**	3. Writes Complete Name				*	17. Contractions			
**	4. Alphabet in Sequence					18. Base Words and Endings			
	a. Capital				*	19. Compound Words			
	b. Lower Case					20. Synonyms			
*	5. Writing Numerals					21. Picture Clues			
*	6. Handwriting					22. Sentence Meaning			
**	7. Beginning Consonants				**	23. Context Clues			
	a. Circle Letter				**	24. Classifying			
	b. Write Letter				*	25. Judgments and Conclusions			
**	8. Ending Consonants				*	26. Follows Written Directions			
	a. Circle Letter				*	27. Specific Information			
	b. Write Letter				*	28. Main Idea			
*	9. Rhyming Words				*	29. Punctuation Marks			
*	10. Sequential Order					30. Oral Reading			
*	11. Plurals				**	31. Follows Oral Directions			
	12. Opposites					32. Spelling			

Must achieve 18 of the 22 Exit Skills.
All ** skills must be included in the 18.

	R	S	A
EXIT SKILLS PASSED			
**SKILLS PASSED			

R = Regular School
S = Summer School
A = Additional Year/Time

GRADE ONE TEACHER _____

SCHOOL _____ YEAR 19____ 19____

GRADE ONE TEACHER _____

SCHOOL _____ YEAR 19____ 19____

SUMMER SCHOOL TEACHER _____

SCHOOL _____ YEAR 19____ 19____

Revised August 1986

* - Exit Skill 9/11 required

☒ - Tested; not mastered

☒ - Tested; mastered

Pupil _____

R = Regular School
S = Summer School
A = Additional Year/Time

COUNTY

GRADE ONE

MATHEMATICS STUDENT CHECK SHEET

	CONCEPT OF NUMBER	R	S	A		PLACE VALUE	R	S	A
1 SA* A-1	Name Set 0-10				15	Write by 10's to 100			
2 SA A-2	Write 0-10				16	Count groups of tens			
3 SA* C-18	Greater/less					FRACTIONS			
4 SA C-19	Before 0-50				17 SA D-25	Identify half			
5 SA* C-19	After 0-50					MEASUREMENT			
6 SA C-19	Between 0-50				18 SA M-84	Non-standard units			
7 SA A-3	Number words 0-10					MONEY			
8 SA* C-20	Ordinal position 1-10				19 SA* S-122	Penny, Nickel, Dime, Quarter			
9 SA* E-35	Computation of + facts				20 *	Money value to 10 cents			
10 SA*	+ facts 0-5 by memory				21	Money: change to 10 cents			
11 SA* F-44	Computation of - facts					TIME			
12 SA*	- facts 0-5 by memory				22 SA* M-83	Hour :00, o'clock			
13 SA E-36	3 addends				23 SA M-83	Half hour :30, half past __			
14	0 Property					Number of Exit Skills Passed			

Grade One Teacher _____ Year 19__ - 19__ School _____

Grade One Teacher _____ Year 19__ - 19__ School _____

Grade One Teacher _____ Year 19__ - 19__ School _____

Summer Teacher _____ Year 19__ - 19__ Summer School _____

Must Achieve 9 of 11 Exit Skills

Revised January 1982

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APPENDIX E

LILAC ADVISORY PANEL: RESPONSIBILITIES AND MEMBERSHIP

LILAC ADVISORY PANEL

The LILAC Advisory Panel shall be composed of administrators, teachers, and parents. The express purpose of the Panel shall be to discuss the progress of the program and suggestions for improvement. It shall meet a minimum of twice during the pilot year and shall be composed of the following members:

1. The LILAC teacher and aide;
2. The Principal of the pilot school;
3. A teacher from the pilot school;
4. The Primary Specialist from the pilot school;
5. A principal from another school;
6. A teacher from another school;
7. A parent from the community;
8. The Director of Elementary Education and/or the Assistant Superintendent for Instruction.

APPENDIX F

CHRONOLOGY OF EVENTS LEADING TO THE PROPOSAL AND IMPLEMENTATION OF THE LILAC MODEL PROGRAM

Chronology of Events Leading to the Proposal and Implementation of the LILAC Model Program

1981-1987

1981

1981 — Writer employed by school system as first grade teacher.

1981-1986 — Each year, writer had a number of LEP children enrolled in his regular classroom and program. He and the other teachers were not prepared to effectively teach this population of children. Yearly, many LEP children were retained: They were unable to meet the English-language curriculum criteria.

1984

March, 1984 — Writer was admitted to Doctoral program at Nova University.

1985

1985 — While writer was fulfilling requirements for Practicum I in another area of early childhood, he was beginning to identify a problem in the work setting that might be acceptable as the basis of Practicum II. The problems of the LEP child in this school setting and the county-wide

implications of non-programs for these students received his attention.

Late 1985 — Writer decides to attempt some resolution to this problem in his work setting.

1986

February, 1986 — Writer submited original proposal to the principal of his school for review. He proposed to set up a class (as a regular unit) that would accept regular students AND all LEP children enrolled in first grade--a major change from the operating placement method of (1) homogeneous groupings and LEP children placed in the least-able groups due to failure to pass basic screening instruments, or (2) mixed and scattered "placement" based on overall numbers in particular classrooms. The writer indicated that this new approach was just that--an approach that did not involve new monies or rearranging of staff.

The principal agreeed; he requested that the writer hand-deliver the proposal to the Director of Elementary Education, his supervisor.

12 February — The writer submited his proposal, in person, to this county-level administrator.

Late February	The principal received a call from the assistant superintendent. He was to attend a meeting to discuss the proposal. The writer was not invited to the meeting. The assistant superintendent asked the principal to submit a preliminary budget for a "funded position" apart from the regular program! The principal informed the writer that there was a general consensus at the meeting on the need for such a program as the one proposed.
Early March	A preliminary budget estimate was returned to the administration on a funded unit.
Late March	Writer submited, on his own, a preliminary literature review and list of objectives for the proposed program to the assistant superintendent.
1 April	At the writer's request a meeting was called to discuss the proposal with the same administrators as the first meeting. The assistant superintendent elicited a favorable reaction but saw the possibility of a funded aide position only. The proposed program, from reports received, was one of the myriad budget items for

consideration by the board.

15 April — In-school survey conducted at pilot facility by the writer to determine the numbers of potential children who might qualify for a program. Results of the informal survey indicated a large number of children to pool from for the 1986-1987 school year.

24 April — Writer sent letter to the assistant superintendent outlining the steps taken to date and requesting information on the status of the potential program.

Late April — Writer received a reply from the assistant superintendent indicating support for the program; this administrator had concerns relative to the cost and the entire budgeting process.

Mid-May — New principal assigned to potential pilot school. IDEA materials ordered by outgoing principal for possible use in a new program.

21 May — Letter written in Spanish to parents of potential students for new LILAC program requesting information on possible attendance in 1986-87 school year. The response was small. No decision was made on the numbers of possible children for the fall term.

Early June	System-wide survey conducted from the district administration on the numbers of LEP children enrolled in the schools. Writer wondered if his proposal had begun this sudden interest in this population.
12 June	Meeting with pilot school kindergarten and first grade teachers to select 20 possible students for the new LILAC program was called. Staff members began exhibiting objections to the program; their concern was that this classroom have an "equal" amount of children enrolled as all other classes. After much discussion and indecision, one teacher remarked, "Maybe there shouldn't be a program this year!" The writer responded: "There will be a program if it is the last thing that I do!" The faculty knew of the writer's commitment to this proposal and program. No funding and no commitment on the program by the administration was made as of this date.
July, 1986	Writer left for four weeks of intensive Spanish instruction in Costa Rica. The status of the program was unknown.
August, 1986	The writer returned from Costa Rica.

Upon visiting the school site, the writer learned that the LILAC program was placed at the bottom of the list for potential funding. The writer learned, however, that, even though the program was nearly dropped, it was finally approved. An aide was assigned to the unit. The possible reason for this change of opinion was a letter received from the Office of Civil Rights on August 6, 1986. That letter requested an explanation of why the school system had identified so many LEP children and still had no program to serve their special needs.

25 August — LILAC classroom opened with eight children.

Mid-October — Forty-two referrals were received from teachers at the pilot school for potential students to the LILAC program. Twenty-three qualified and were placed.

October — Feature story appeared in the local daily newspaper regarding the migrant student population and the writer's program. The writer and his picture were included.

November — First data and status report sent to the assistant superintendent from the writer.

1987

January, 1987 — Additional data and status report submitted

to the assistant superintendent.

February — Meeting was called with influential administrators to discuss the possibility of continuing the LILAC program The administrators, including the assistant superintendent, held the meeting in the LILAC classroom. No decision was made. However, a comment was made from a director that "maybe we need a coordinator of this thing."

March, 1987 — Department of Education personnel visited the school site to do a preliminary audit of the on-site federal programs. One specialist with the Department talked with the writer about his program and its potential for expansion.
The writer speculated that the administration felt some pressure by this visit and obvious interest displayed in the LILAC program.

7 April — Director of Federal Programs and the Assistant Superintendent requested a meeting with a number of administrators and the writer to discuss the newly received letter from the Office of Civil Rights. That office requested the answers to 22 questions

about the district's "programs" for LEP children as a preliminary to the on-site visitation in May, 1987.

8 April — Full-page story in a weekly newspaper was published about the writer's language experiences in Costa Rica and his LILAC program.
The article gave the writer credit for starting the program at the pilot school.

16 April — Continuing discussions and assignments issued for the responses to the 22 questions. The writer's manual and data information was requested. A commitment was received at that time to open "centers" for all children from kindergarten through eighth grade in the school system. The possible position of "Resource Specialist" was discussed.

20 April — Story in local daily newspaper announced "English Program Will Expand." The writer is quoted extensively with regards to his involvement in his classroom.
Quotations on the expansion were noted from the assistant superintendent.
This article, too, gave credit to the writer for beginning the program in this

school system.

29 April — Final meeting of OCR committee was conducted to prepare and edit report to be filed with that agency.

19 May — Staff members of the Office of Civil Rights met with the writer, his supervisor, and the assigned aide to discuss the LILAC program. Additional questions were answered in regard to the county's philosophy and approach to educating limited-English proficient children.

The school board met in a budget session and approved the funding for the 1987-1988 school year of a "resource specialist" for a language program and three ESOL teachers. Particular grade levels and assignments have yet to be determined.

APPENDIX G

SAMPLE LESSON PLANS: ENGLISH AND SPANISH

SAMPLE LESSON PLAN: English

Target Students: Non-English proficient children (Level A), K or 1

Long Range Goal: Knowledge of specifics (colors)--answering specific questions, following simple directions.

Short Range Objective: The student will be able to recall and name six basic colors when shown the colors in isolation and/or as part of a larger picture (when questioned).

Materials: Red, green, blue, yellow, orange, and purple construction paper cut into the letters C-o-l-o-r-s (one color each) and squares (one color each); magazine pictures.

Duration: One day.

English Objective: The student will respond to the question "What color is this?" with the correct English vocabulary, grammatic structure, and verbal expression.

Evaluation Measure: Teacher observation, oral interview.

Extension: Further development of specifics in naming things in the environment ("This is a chair. This is a pencil.").

1. Teacher places red, green, blue, yellow, orange, and purple letters spelling the word "Colors" around the room--each color a different letter.
2. Teacher says: "This is the color _____. What color is this?" Teacher prompts the response "This is _____."

Teacher continues with all of the colors.

3. Teacher places colored squares of paper, one for each color, at each student's desk. Teacher asks the students to "Show me the red square. Show me the blue square, etc." As the children hold each color square up the teacher responds (holding a square of his own), "This is red. This is blue, etc."

4. Teacher then asks each child to hold each color square up and respond "This is red. This is blue, etc."

5. Teacher then gives each child a picture which contains all of the required colors and asks the children to find the colors as he says "Find blue. Find red, etc." Each child then holds up his/her picture and says, in turn, "This is_____, etc."

6. Teacher then takes the children on a discovery walk throughout the building in order to find the colors. "What color is this?" she asks and prompts responses from the children appropriately.

7. Teacher then places the original word "Colors" in a prominent spot in the room for a later follow-up and reinforcement. The children are allowed to take their color squares and picture home.

SAMPLE LESSON PLAN: Spanish

Target Students: Non-English Proficient Children (Level A), K or 1.

Long Range Goal: Application of knowledge--good food and why we need to eat well.

Short Range Goal: The student will be able to explain, in Spanish, why a taco and a pizza contain the elements of good nutrition and how those foods help us when we eat them.

Materials: Pictures of good and bad foods; signs, "bueno" and "malo"; newsprint; shredded construction paper, glue, scissors; puppet; paper bags; taco and pizza components and availability for cooking.

Duration: One week

Spanish Objective: The child will be able to elicit a complete explanation and be able to refer to organized bits of information in designing the reasons why some foods are healthy and why we need them to maintain good nutrition.

Evaluation: Teacher observation of selection of foods by children, oral interview.

Extension: Further development of knowledge application as it relates to healthy habits (eating, sleeping, washing, etc.).

1. Day One. Discuss good food and poor food choices. Attempt to elicit why one food might be better than another. Show pictures of foods and have the children place them in a "Bueno" pile and a "Malo" pile.

2. Day Two. Reinforce the ideas of good and bad food from the day before. Place the pictures on the wall under their good and bad category. Ask the children to draw pictures of

good food on one side of newsprint and bad food on the other.

3. Day Three. Reinforce the ideas of good and bad and what happens when we eat too much bad food. Show pictures of tacos and pizzas. Build play models of these food with the children by using shredded paper. Discuss why each component is important for the body.

4. Day Four. Using a puppet, have the children help him to select good and bad food. Ask the children to answer some of his questions about choices we make with foods. Let the children make paper bag puppets as friends for the class puppet. Announce that something special will be happening tomorrow.

5. Day Five. Reinforce all previous concepts. Culminate the week's lesson by making tacos and a pizza. Wrap up the discussions (while eating) with an application idea for them to take home: "I can make choices about what I eat!"

APPENDIX H

COPIES OF DATA AND STATUS REPORTS TO THE ADMINISTRATION

[LILAC Pilot School]
November 12, 1986

Dear [Assistant Superintendent and Director of Elementary Education]:

Here is a brief report on our LILAC (ESOL) program to date:

Total # of students tested.....57
Total who qualify.....42
Currently served in classroom.....24
Currently not being served in classroom...10*
Total served to date (including w/d, mainstreamed, etc.).....32

* None of these children are severely limited-English proficient. These children are found in first and second grades. Additional kindergarten children, who might need the service, are not represented in this number.

The portable is being built [the new LILAC classroom]. The children are very happy and prefer to refer to the building as a "house." I think that some of them think that I live there. They are taking some part in the experience by watching it being created; we talk about the facility and visit it, particularly during playtime.

I do plan on visiting some other counties and their ESOL programs within the next month. [The pilot school principal] tells me that she will contact [the Director of Elementary Education] about the leave.

We have been able to transition six children back to their regular classrooms. All of them, from teacher reports, appear to be functioning as expected. Soon I will send out a questionnaire to those receiving teachers concerning the children's progress.

Let us know if there is anything else that you would like to know about.

Brian

Brian Adams
[pilot school]

cc: [pilot school principal]
LILAC files

[LILAC pilot school]
January 26, 1987

Dear [Assistant Superintendent and Director of Elementary Education]:

Since my last communication of November 12, I have some additional information for you concerning our LILAC/ESOL program here at [the pilot school].

Total # of students tested.....61
Total who qualify per our criteria.....46
Currently served in the classroom.....22
Currently not being served (2nd. grade).10*
Total served to date (including w/d, mainstreamed, etc.).....36

*None of these children are severely limited-English proficient.

I feel secure in stating that we have provided a service to the children by placing a more directed emphasis on their language barriers. There are still a number of decisions that must be made regarding the most efficient and educationally sound delivery model; but I know now that I have a much better grasp of what might be needed.

We are now located in the new portable and, after five and one half years "in the open," I can safely say that it is a most welcome change. I can see a distinct difference in the concentration ability of the children and in their more settled "mood." Thank you for your efforts in securing the building for us!

Please let me know soon what sort of summative evaluation procedure you would like me to undertake for the end of the pilot. I am continuing to gather data as much as possible and as well as I can (considering the necessity of day-to-day teaching and all of the other school-related functions which need to be performed). I think that in the next few months I would like to meet with whomever you feel might assist me in formulating some ideas on the future of this program and the necessary budgeting plans to implement a continuatin. I, too, will be continuing to build a network of knowledgable professionals to assist.

Thank you again. Let me know what you need me to do for you.

Brian Adams

cc: [pilot school principal]
LILAC file

APPENDIX I

COPIES OF LILAC-RELATED NEWSPAPER ARTICLES

The Bradenton Herald, October 26, 1986:

Pupils seek help in language skills

DIEDTRA HENDERSON
Herald Staff Writer

Marcos vividly remembers his first day at Lincoln Memorial Middle school.

Marcos, 13, speaks almost no English. When he began school this year, he said he felt he would be unable to meet any friends.

His new-found buddy Eduardo, 12, speaks some English, but both experience some difficulty in classes.

Marcos said most times he understands just enough to do his schoolwork.

Both are migrant students whose native tongue is Spanish. They say they are interested in school, but because they understand little of what goes on in the classroom, both are doing poorly.

A Sept. 22 district-wide survey showed almost 300

MIGRANTS To B-2

MIGRANTS

From B-1

students whose primary language isn't English have limited ability in speaking, understanding or reading English.

Exactly what "limited ability" means is subject to interpretation, said Charles Johnston, school director of Planning, Reports and Federal Programs.

The description could apply to people who can fluently speak English, but who have difficulty writing, or to those whose speech, comprehension and writing skills are nil.

In one month the 270 figure may increase, he said, due to migrants coming for the tomato harvest.

Eduardo, Marcos and 22 other migrant students receive tutoring two days a week at Lincoln. Federally funded programs for remedial reading and migrant education are also held at Palmetto High and Southeast High.

Last year, the Migrant Education Program also offered English for Speakers of Other Languages (ESOL) courses.

But this year the federal Department of Education has threatened to cut funds.

ESOL "is fundable, except that it would take rooms, of which we have a shortage," Johnston said. The district is caught in a vicious circle. Initiating the project would be costly to provide equipment and rooms, he said.

But the district won't be eligible to receive Florida Education Finance Program funds earmarked for ESOL instruction nor can migrant ESOL classes be offered until the program is in place.

Manatee County Assistant Superintendent of Instruction Virgil Mills said the current district policy of using teachers' aides and tutors to help students adequately meets English-deficient students' needs.

Others think more could be done.

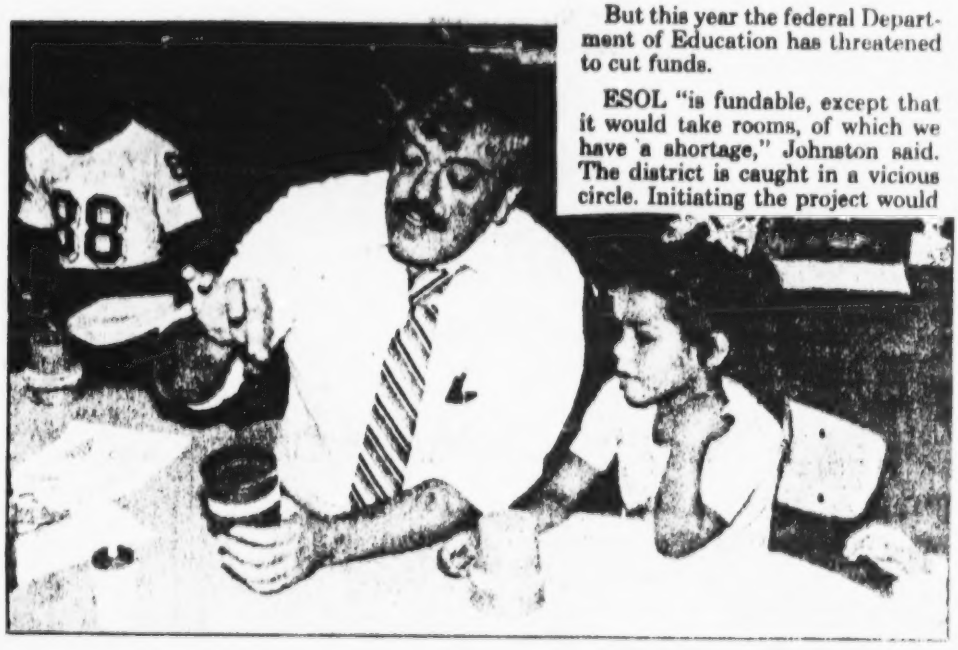
"When a kid comes here and can't speak any English, he or she has a big problem," Johnston said.

Brian Adams, who teaches the district's only pilot ESOL class at Blackburn Elementary, said the program should be expanded.

The class started Aug. 25 with eight students. The ranks have since swelled to 25 kindergarteners, first and second graders.

"Them allowing me to do this is a step in the right direction. They could have said no."

Mills said the Blackburn ESOL pilot program will be reviewed at the end of the school term. If successful, it might be used as a model project and expanded to other schools.



Bradenton Herald photo by [illegible]

Brian Adams teaches non-English speaking students at Blackburn Elementary

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THE BRADENTON PRESS
FRIENDLY FACES...FAMILIAR PLACES

The Bradenton Press, April 8, 1987

Good teaching begins with learning

Brian Adams goes over a lesson with some of his pupils.

By MARIE GORHAM

When Brian Adams found out he was going to be teaching a class of kids that spoke mostly Spanish as part of a pilot program he developed at Blackburn Elementary School, he found he wanted to do a bit more than just pick up a refresher Spanish course at the local college.

Somehow, he wanted to know exactly how it felt to be someone who couldn't speak the same language as those around him, and to feel the frustration of not really understanding what was going on.

In order to do that, Adams knew that he needed to get into a situation where it was he that had the disadvantage of being unfamiliar with the language, the culture, and even the values of the people around him. He also knew he'd have to leave Bradenton in order to do it.

So, last summer, he enrolled in a four-week, intensive-training Spanish course in the Central American country of Costa Rica — a place he'd never been. To complete his almost-total immersion in the language, he lived with a Costa Rican family whose English was even more limited than his Spanish.

"I wanted to know what it felt like to be in a different culture that had different values," says Adams, sitting at one of the kid-sized table tables in his classroom. "I needed to know what it felt like not to understand what was going on around me."

Adams got his wish.

The family he lived with in Costa Rica consisted of a

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Teacher

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father, mother, three sons (14, 16 and 18) and a nine-year-old girl, none of whom spoke more than a few words of English. They lived in a reasonably nice four-bedroom, 2-bath home in the small village of Santa Ana (pronounced 'Santana'). The father worked for a utility company and earned about $250 a month. The boys also worked to help the family out.

"I arrived at their house about 10 o'clock at night, and we weren't in that house for ten minutes when the father decides we should go to the local tavern," Adams recalls, adding that their neighborhood watering holes are comparable to the very sleaziest local dives. All the men in the village hang out there, and on this particular night, a festival had begun.

"After we got there, he started chattering away a mile a minute and I couldn't understand what he was saying," Adams says. "I kept asking him to please slow up (in Spanish), but he wouldn't. I was trying so hard to keep up with him and get some idea of what he was talking about...it was really exhausting."

Though Adams says the country itself is beautiful, the village was, in some respects, like some of the very poor rural areas of the U.S., with open water trenches, rusted-out vehicle carcasses lying about, an abundance of flies, and "lots of garbage." The people however, for the most part, were clean.

"The hardest thing to get used to," he says, "was the animals wandering around. A cow here and a goat there and some chickens over there. I guess somebody owned them. And everybody had dogs, but they never barked at you or bothered you."

Adams was in Spanish class (in San Jose, which is about a 20-minute bus ride away) for seven hours a day, five days a week. The instructors never spoke English, he says, which sometimes frustrated him to no end.

There were times, he says, that if they would have taken just a moment and explained to him in English what he was supposed to be doing on a certain assignment, it would have saved half an hour of them trying to explain it over and over again in Spanish, when his Spanish still wasn't good enough to grasp all of the concepts.

"Because it was so hard to understand people, I didn't like to get too heavy into conversations, because it taxed me so much," Adams says. "It gets overwhelming sometimes...you get so frustrated because you would like to ask questions, or you have something you want to say, and you can't think of the right words. So, you don't say anything. Sometimes I would have the strongest urge just to get away — to escape, or to go back to bed."

looking for chocolate — just to be around someone who spoke English," he says, recalling that once he and a male U.S. student he met there went to San Jose and spent about six hours, just shopping, seeing the sights, and speaking English. "It was just wonderful."

> 'The people however, for the most part, were clean'

These feelings of frustration and of holding back, he says, are the ones that most non-English-speaking children have when they are suddenly thrown into the U.S. school system. Just as an American child would feel bewildered if he suddenly found himself in a foreign classroom where no one speaks his language, children of migrant workers also feel that same confusion until they begin to be able to express themselves in English.

One particularly hard time, he says, is when the child has not really mastered English, but is expected to follow English instructions in his schoolwork. If he doesn't understand the instructions, it is highly doubtful that he'll do the work right, which then inaccurately reflects his true level of intelligence, and makes the child feel inadequate.

> 'Sometimes, I let the really sharp kids help tutor the younger ones. It really builds their self-esteem . . .'

Seeing this recurring problem in Manatee County Schools, and needing a project for his doctorate, Adams put together a proposal for a program to help ease non-English speaking youngsters into the school system a little less painfully. The School Board accepted his proposal and he was allowed to start his project, which he calls LILAC (Language Intensive Lab Accelerated Classroom) at Blackburn Elementary outside of Palmetto, where he's taught regular first grade for six years. The school contains only kindergarten through second graders.

In his class, he speaks English as much as possible, he says, but will speak Spanish when it is necessary. Sometimes he will give instructions in both English and comprehension at all to those who are almost ready to be integrated into the regular classroom.

"Sometimes, I let the really sharp kids help tutor the younger ones," he says. "You should see how much they like it. It really builds their self-esteem to know that they can teach someone else how to do something."

Since young children are usually very anxious to please their teachers, and are also proud of their accomplishments if someone praises them along the way, Adams says most of the children learn quite rapidly. There are noticeable changes within a few weeks, with a child going from asking a question all in Spanish, to a mixed Spanish-English combination, to finally all-English.

"Sometimes you'll hear one kid say something to another in Spanish, and the second one will tell him to 'say it in English.'"

One little boy, getting such a positive response after he had finally mastered saying "Mr. Adams, may I please go to the bathroom?" was suddenly at Adams' desk several times a day, having seemingly developed a bladder problem overnight.

One thing he tries not to do, Adams says, is to constantly correct his students' English when they are trying to say something to him, especially in the early stages.

"Machi (the mother of the Costa Rican family) used to correct me all the time," Adams recalls. "No matter what I said, she'd correct me before I could even get the entire thought out of my mouth. So after a while, I just avoided talking to her."

Kids (and not just non-English-speaking ones), he says, tend to be the same way.

"I try not to correct them, but to model for them by saying it the correct way. For instance, if a kid says, 'Can I have them papers?' I'll say, "Yes, you may have those papers."

Adams says he that instead of being two years behind other students, like many other kids who are English deficient, he hopes he can help his students to the point that they will only be one year behind, or even catch up altogether. Many of the students' grades take dramatic jumps after they master English.

"Many of these children are very intelligent," he says. "I would love to help them learn to set their sights a bit higher than they are right now."

Adams says he'd like to see his program expanded to other schools within the county, especially the ones with high populations of migrant children. He would be very willing, he says, to set it up and run it.

"Even if it's only done in one school at a time, it would be worth it," he says. "I know the bottom line is money, but I feel that right now we're just not doing the job as well as we could do it."

"Everybody's got to have a cause," Adams says, "and this is my cause. I know that right now, one little program in the back woods of Palmetto isn't going to make a big difference, but it's just that these kids have so much

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The Bradenton Herald, April 21, 1987:

English program will expand

DIEDTRA HENDERSON
Herald Staff Writer

Manatee County school officials are planning to expand an intensive English program in use at an elementary school this year to two Palmetto schools.

The expansion, which Assistant Superintendent Virgil Mills said is still in its rough stages, would place "English for Speakers of Other Languages" centers at Tillman Elementary and Lincoln Memorial Middle School.

Mills had said in October that the district's policy of "mainstreaming" students who did not understand English, and providing teachers' aids and tutors, was adequately meeting their needs.

"We feel we've got some kids who need some help," Mills said Monday night of the expansion. "We'll still continue to do what we're doing but we've identified those schools as having some of the greatest needs."

The program was started by Brian Adams, a first-grade teacher at Blackburn Elementary.

Southeast High School will also get into the act, said Principal Pat Lucas. One of the school's Spanish

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ENGLISH From B-1

teachers will give a 50-minute course to help students bridge the language gap.

The majority of Adams' students speak Spanish. Testing done at the beginning of the school year and Monday showed the children's language proficiency have increased up to two levels, Adams said.

Adams said children who at one time struggled with 30 basic words now reach for library books to read.

"For many of these kids, I've seen them just grow," he said. Being able to understand makes the students feel good about themselves "and that's half your battle. If we can get them to feel good about themselves, they'll do much more on their own," Adams said.

Charles Johnston, director of planning, reports and federal programs, said tentative plans are to hire a resource specialist, five teachers and three teachers' aides.

Blackburn could have two classes next year, or one that also would serve students outside of the school district.

Tillman's center would reach students in third-, fourth- and fifth-grades, while the center at Lincoln would serve middle-school students, Johnston said.

The centers would allow the school district to serve a majority of students at an affordable price, Mills said.

"It's impossible to place a teacher in every school that may have a need, so we're going to try to do the best we can . . . We identify those who have the greatest need, pull them out individually and provide some extra help," Mills said.

Johnston said the program should be cost-effective since students in the programs generate more funding for the district.